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A COMPARISON OF MASS MEDIA USAGE BY JUNIOR HIGH SCHOOL PUPILS OF EXTREME EDUCATIONAL ACHIEVEMENT AND MENTAL ABILITY.

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THE MOTION PICTURE, RADIO, AND TELEVISION ACTIVITIES AND INTERESTS OF JUNIOR HIGH SCHOOL STUDENTS WERE ASCERTAINED TO DETERMINE POSSIBILITIES FOR BETTER EDUCATIONAL UTILIZATION OF THESE MEDIA. THIS PROJECT WAS CONDUCTED AS A SUPPLEMENTARY ACTIVITY TO COOPERATIVE RESEARCH PROJECT 367, "A STUDY OF INTERESTS OF CHILDREN AND YOUTH" (ED 002 846). PROJECT SUBJECTS WERE APPROXIMATELY 360 STUDENTS IN THE SEVENTH AND EIGHTH GRADES. DIFFERENCES BETWEEN UPPER AND LOWER EDUCATIONAL GROUPS AND BETWEEN UPPER AND LOWER MENTAL ABILITY GROUPS WERE STUDIED TO ANSWER FOUR QUESTIONS--(1) DOES THE TIME WHICH EXTREME ABILITY GROUPS DEVOTE TO MASS MEDIA VARY, (2) IS THERE A DIFFERENCE IN THE APPEAL THAT MASS MEDIA HOLDS FOR EXTREME GROUPS, (3) IS THE USE OF MASS MEDIA ASSOCIATED IN THE SAME MANNER WITH THE ACADEMIC ENDEAVORS OF THE EXTREME GROUPS, AND (4) DO THESE GROUPS VARY IN THE RECEIPT OF ADULT GUIDANCE RELATED TO THE USE OF THE THREE MEDIA. SEX DIFFERENCES WERE NOTED ON EACH OF THESE QUESTIONS. UPPER AND LOWER GROUPS OF EDUCATIONAL ACHIEVEMENT AND UPPER AND LOWER GROUPS OF MENTAL ABILITY WERE FOUND TO BE QUITE SIMILAR WITH RESPECT TO THE ABOVE QUESTIONS. IMPLICATIONS ARE PROVIDED IN THE REPORT FOR BETTER EDUCATIONAL UTILIZATION OF MASS MEDIA BOTH INSIDE AND OUTSIDE THE CLASSROOM. SUGGESTIONS ARE PROVIDED FOR SCHOOL ADMINISTRATORS AND TEACHERS, PARENTS, AND ORGANIZED ADULT GROUPS. (JH)

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NORTHWESTERN UNIVERSITY

A COMPARISON OF MASS MEDIA USAGE BY JUNIOR HIGH SCHOOL PUPILS OF EXTREME EDUCATIONAL ACHIEVEMENT AND MENTAL ABILITY

A DISSERTATION
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
for the degree
DOCTOR OF PHILOSOPHY
Field of Education

By
Paul J. Kinsella

Evanston, Illinois
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CHAPTER I

INTRODUCTION

The twentieth century has seen the rapid development of mass communication, and of the powerful instruments which are at the disposal of the occupants of almost every American home, three of the most potent are movies, radio, and television. For rapid dissemination of information, their equal has never been seen. Having a divorced, passive nature and contributing to a one-way informational artery, movies, radio, and television have become significant molders of habits, creators of values, and stimulaters of thoughts.

The apparent acceptance of movies, radio, and television as a normal part of the American culture has not been without misgivings, however. The rise in popularity of each of these media has been attended by expressions of concern for the undesirable influence of their offerings on the American population and particularly the youth of the nation. Typical of the concern which has been expressed is the following related to television:

> Television will have an effect on your lives even if you never own a TV set and never see or hear a broadcast. The fatal weakness of all efforts to control the excesses and correct the errors of television in the United States is the attitude of people who think themselves untouched because they themselves never look at inferior programs or never see television at all. But there is no immunity—there is no place to hide. So with the parents whose children are never permitted to watch the sadism and horror of the 150 murders which infest our television screens each week, they imagine themselves safe. But you cannot buy immunity by turning away from what you do not like. The fact is, the one

child who does not see horror programs lives and will live in the world created by the fifty who do.[1]

While criticism of movies and radio has declined since the advent of television, it has not disappeared altogether, as the following assertion made in 1958 demonstrates:

> Radio, TV, and the movies provide a plethora of Westerns. The quickest "draw," the hardest punch: they always win. And the clean-cut character of the "hero" often only thinly disguises simple adulation of sheer power and brutality. This latent and dark desire is manifest on the "adult" level in the popularity of crime stories. As an adult, one can fairly dismiss the effects of such programs immediately after they are over, but the child is not as easily able to switch from the imaginary to the real world. One has only to observe the faces of children absorbed in the fantasies of television to be impressed with the earnest seriousness of their attention. The ideal of "toughness" is soon conveyed to the child, and he wants to emulate his hero. It is hard to understand how a child can be subjected to so much of this kind of viewing and not be expected to give expression to his "ideals" in one way or another. In many instances, even competitive sports, however well conducted, cannot undo the harm caused by early indoctrination in power and violence.[2]

Anxiety over the influence of mass media on educational endeavor and accomplishment almost demands the inclusion of children's movie, radio, and television activity in any careful study dealing extensively with the interests of today's youth. Thus, such was a part of the design of a recently completed investigation which has helped to establish insight into the interests of our present generation of boys and girls.

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[1] "Children and Television—Some Opinions," *Fourth Annual Report on Children's Radio and Television Programs* (882 Victoria Avenue, Los Angeles 5, California: National Association for Better Radio and Television, 1954), p. 2.

[2] Walter Leibrecht, "A Sickness in Society," *Phi Delta Kappan*, XXXIX (January, 1958), 163-64.

The significance of interest in affecting motivation and effort as they are related to educational endeavor was recognized by the Office of Education, U. S. Department of Health, Education, and Welfare by a contract made with Northwestern University to identify certain interests of pupils in representative Chicago area schools. This contract resulted in the study of third through ninth grade pupil interests as could be determined through their responses to inquiries concerning voluntary and preferred activities within four areas: (1) television, radio, and movie pursuits; (2) recreational endeavors and hobbies; (3) vocational ambitions and educational choices; and (4) reading pursuits. Findings of this investigation are to be found in Interests of Children and Youth.[3]

While the above-described study was being conducted, it became apparent that the present pattern of children's interests is resulting in activity too heavily weighted with the use of mass media. As was recently reported to the Golden Anniversary White House Conference on Children and Youth, "The antidote . . . lies in the provision of a constructive program of guidance. . . ."[4] While effective avenues for guidance can be derived from the findings of the above-described investigation, it was recognized at the outset that such would be limited in that the findings would be for the total population examined, the isolation of interests of various groups within the total population not being within the scope of that study.

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[3] Paul A. Witty and others, Interests of Children and Youth, contracted by the Office of Education, U. S. Department of Health, Education, and Welfare and by Northwestern University (Evanston, Illinois: Northwestern University, 1960), 110 pp. (Mimeographed.)

[4] Paul A. Witty, "The Effects of the Mass Media," Children and Youth in the 1960's, survey papers prepared for the 1960 White House Conference (Washington: Government Printing Office, 1960), p. 164.

Whether guidance needed for those of great mental ability or high educational achievement should take the same form and direction as that needed for those of little mental ability or poor educational achievement could not be ascertained without specific examination of the data for differences or similarities in activities of these groups within the total population. The desirability of exploring the responses of pupils in extreme groups of mental ability and extreme groups of educational achievement led to the design of three studies which would scrutinize the interests of extreme groups—one related to reading, one related to vocational and educational interests, and the present study related to mass media.

Thus, the investigation being reported herein is an outgrowth of the survey directed by Paul A. Witty in fulfilling the contract between the Office of Education, U. S. Department of Health, Education, and Welfare and Northwestern University.

I. THE PROBLEM

The nature of the investigation undertaken as a result of the above-described circumstances follows.

Statement of the problem. The purpose of this study was to ascertain differences or similarities in the motion picture, radio, and television activities of extreme educational achievement and mental ability groups of junior high school pupils in order to determine possibilities for better educational utilization of these media.

The various groups of pupils were understood to be those groups which would result from classifying the pupils according to their educational achievement and according to their mental ability. Using standard deviation technique, assignment of a pupil to the "upper group" or "lower group" of educational achievement would be the outcome of his educational achievement scores falling respectively either one standard deviation above the mean score of educational achievement for the total group or one standard deviation below the mean educational achievement score. Using the same technique, assignment of a pupil to the "upper group" or "lower group" of mental ability would be a result of his score on an intelligence test. The differences or similarities between upper and lower educational achievement groups and between upper and lower mental ability groups were understood to be those which would be evident after comparing the activities of the upper group with those of the lower.

Delimitation. Comparison of upper and lower groups' mass media activities was limited to that made possible by the groups which resulted from testing 367 junior high school boys and girls in the seventh and eighth grades of Skokie, Illinois.

The scope of media activities which were examined can best be embodied in the specific questions which were investigated first with respect to the upper and lower educational groups and then with respect to the upper and lower mental ability groups. Answers to the following main and subsidiary questions were sought:

1. Did the time which extreme groups devoted to movies, radio, and television vary?
   a. Did the total amount of time vary?
   b. Was there a variation in the preferences among the media as compared to the amounts of time given?
   c. Was there a difference in the explanations of extreme groups which would account for any differences in the given amounts of time divided between the two mass media found in the home?
   d. Was there a variation in the daily and/or weekly apportionment of time given by extreme groups?
   e. Did the time in relation to various other leisure time activities vary?
   f. Was the time given to television equally beneficial to extreme groups in providing constructive suggestions for other leisure time activities?
2. Was there a difference in the appeal which the mass media held for extreme groups of educational achievement and mental ability?
   a. Were all methods of exploring the appeal of mass media to extreme groups equally successful?
   b. Did upper groups name as mass media favorites offerings which differed from those which lower groups named as favorites?

   c. Was there a difference in the types of offerings cited as favorites?

   d. Did reasons for choice of offering favorites vary in the extreme groups?

   e. Was there a difference in these groups' disliked offerings and types and reasons for such?

   f. Did upper and lower groups differ in their desires for new offerings?

3. Was the use of movies, radio, and television associated in the same manner with the academic endeavors of these extreme groups?

   a. Did extreme groups vary in their use of mass media during time for study at home?

   b. Were these groups equally aware of mass media activities in the classroom?

   c. Through mass media usage, did extreme groups derive assistance with school work in equivalent amounts?

4. Did these extreme groups vary in the receipt of adult guidance related to the use of the three media?

   a. Did these groups vary in receipt of parental control of time?

   b. Did they vary in receipt of assistance with offering selections?

   c. If parental guidance appeared insufficient, did extreme groups appear to need more parental guidance in the use of the same or different media?

   d. Was there a variation in the awareness by extreme groups of suggestions by teachers as to desirable mass media offerings?

e. Did these groups vary in their awareness of teacher suggestions related to specific school subjects?

The major concern of the study was reflected in the question, "What are the educational implications of the ascertained differences or similarities between the extreme groups?" Educational utilization of the media was thought of as including opportunities for better use of movies, radio, and television both within and outside of the junior high school classroom.

II. IMPORTANCE OF THE STUDY

It was hoped that the present study would be of significance not only because it dealt with the important subject of mass media but also because it was concerned with pupils of junior high school age.

__Importance of the subject.__ As the availability of motion pictures, radio, and television has grown, children have devoted leisure time to them. Parents and educators have been concerned, each time a medium has arisen, that the energy and homage given to the media would produce harmful effects and exert undesirable influences. And the ascension in popularity of each medium has been accompanied by considerable research into the matter of actual time devoted to the medium. These studies are justified in that the hours __per se__ given to a medium may interfere with other activities considered worthwhile or necessary. For example, the 21 hours per week recently reported by Paul A. Witty and others as the average time given to televiewing by Evanston, Illinois, elementary school pupils[5] could be considered quite excessive if, in this same week, children are expected to attend school and religious classes, do their homework, participate in such as Scout and athletic activities, and give adequate time to such basic necessities as physical care, eating, and sleeping.

Although there are several rather recent investigations dealing with the relationship of television to time, a review of the research revealed a distinct lack of structured inquiry into time differentials that may exist between good and poor pupils or between pupils of great and limited ability. Indeed, the astounding amounts of televiewing reported by other investigators urged examination to determine whether or not television is related to either educational attainment or mental ability.

Interests of Children and Youth[6] is the only major recent inquiry into the status of time given by boys and girls to movies and radio. Although, since television became so prominent during the last decade, movies and radio have assumed secondary positions, they can by no means be considered unimportant in the total pattern of children's leisure time activity. In addition to the present-day appeal of movies for youth as revealed in the sale of movie magazines and in the Northwestern University interest study,[7] the increased popularity of drive-in theatres points to the caution necessary in deducting that the continual closing of unsupported movie theatres has seriously reduced the availability of this medium for young people. Also, it must be recognized that television, in part, is movie-going at home and that there is a possibility of complex and cumulative relationships existing between children's televiewing and movie-going pursuits.

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[5] Paul A. Witty, "A Tenth Yearly Study and Comments on a Decade of Televiewing," *Elementary English*, XXXVI (January-December, 1959), 582.

[6] Witty and others, *op. cit.*

[7] *Ibid.*, p. 53.

Though radio was dethroned by television in the early 1950's, there is no reason to believe that radio is out of the picture. On the contrary, the evidence points to just the opposite. In 1957, *Newsweek* carried the following:

> Ever since television opened its Argus eyes in parlors across the country, National Radio Week has had little to celebrate. But the first quarter of 1957 indicated a change in this condition. 1. In the first quarter of 1957, the sale of time on radio networks increased 14% over the 1956 period. 2. Radio set sales rose 17% with March production reaching 1,609,000 sets, three times that month's TV output. 3. By the end of February this year, NBC radio already had more money in the till from advertisers than it had during the whole of 1956. 4. The Ford Motor Company, during the week of May 13, signed up for one of the biggest single sales ($5.5 million) in the history of network radio.[8]

The Northwestern University interest study which revealed that seventh and eighth graders in representative Chicago area schools spent an average of 8.1 hours per week in radio listening[9] went on to offer even greater evidence of interest in radio, pointing out that in a segment of the Skokie, Illinois schools 45 per cent of the pupils in grades seven and eight owned personal radio transistor sets.[10]

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[8] "Remember Radio," *Newsweek*, XLIX (May 20, 1957), 65.

[9] Witty and others, *op. cit.*, p. 51.

[10] *Ibid.*, p. 94.

Thus, since movies and radio are still included in the leisure time activities of today's youth, and since research has shown that both media may cause undesirable as well as positive effects in some children,[11] the inclusion of movie and radio inquiries in a study of this type is certainly warranted.

Since an investigation of the appeal which mass media have for junior high school pupils can increase understanding of their interests and the needs which mass media meet in their lives, it was speculated that such an inquiry into the appeal to the extreme groups would yield even more useful information. With current opinions that increasing enrollments will bring about more widespread use of mass media in the classroom,[12] similarity or divergence of various pupils' interests need to be well understood. And just as important as its use in formal education is mass media's influence on the more subtle accumulation of knowledge, attitudes, and values which children experience in the home and community.

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[11] Alice M. Mitchell, *Children and Movies* (Chicago: The University of Chicago Press, 1929), p. 143; W. W. Charters, *Motion Pictures and Youth* (New York: The Macmillan Company, 1933), pp. 125, 142, 185, 202; Josette Frank, "Chills and Thrills in Radio, Movies, and Comics: Some Psychiatric Opinions," *Child Study*, XXV (Spring, 1948), 43; A. V. Keliher, "Children and the Movies," *Child Study*, XIX (Spring, 1942), 42; E. A. Ricciuti, "Children and Radio," *Genetic Psychology Monographs*, XLIV (August, 1951), 142; F. McKellar and R. Harris, "Radio Preferences of Adolescents and Children," *British Journal of Educational Psychology*, XXII (June, 1952), 112; Florence Heisler, "Comparison of the Movie and Non-Movie Goers of the Elementary School," *Journal of Educational Research*, XLI (March, 1948), 543; Florence Heisler, "Comparison between Those Elementary School Children Who Attend Moving Pictures, Read Comic Books and Listen to Serial Radio Programs to an Excess with Those Who Indulge in These Activities Seldom or Not at All," *Journal of Educational Research*, XLII (November, 1948), 184; Lenore Vaughn-Eames, "Children Look at Pictures," *Audio-Visual Guide*, XVI (November, 1949), 28; C. B. Harrington, "Radio Effect on Home Study," *Journal of Education*, CXVIII (May, 1935), 273; A. L. Eisenberg, *Children and Radio Programs* (New York: Columbia University Press, 1936), p. 240; Children's Aid Society, "The Radio Questionnaire of the Children's Aid Society," *School and Society*, XLIII (February 29, 1936), 287; J. J. Deboer, "Radio and Children's Emotions," *School and Society*, L (September, 1939), 373; Adele Mitchell, "The Effect of Radio Programs on Silent Reading Achievement of Ninety-One Sixth Grade Students," *Journal of Educational Research*, XLII (February, 1949), 469; "Effects of Mass Media on Children: Excerpts from the Subcommittee's Report to the United States Senate," *Religious Education*, LI (November-December, 1956), 440; Arthur T. Jersild, "Emotional Development," *Educational Psychology* (ed. C. E. Skinner, third edition; New York: Prentice-Hall Inc., 1951), p. 90.

Since children are impressionable as they sit in a movie theatre, listen to a radio, or position themselves in front of the "electronic eye," it is natural that responsible adults would express concern for the proper physical, social, academic, and emotional growth of these young people.[13] Attempts to confirm or eliminate this concern are found throughout the research of the last three decades. The evidence produced, however, is not clear-cut and serves to point out the need for further investigation in each area. This present study was designed to examine within the area of academic growth, through inquiry into the associations of movies, radio, and television and the educational endeavors of extreme groups of junior high school pupils.

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[12] David J. Heffernan, "Chicago and Educational TV," *Illinois Education,* XLVIII (February, 1960), 230; Alexander J. Stoddard, *Schools for Tomorrow: An Educator's Blueprint* (New York: The Fund for the Advancement of Education, 1957), pp. 26-27.

[13] Clark University, *Bibliography of Child Study for the Years 1910-1911,* compiled by Clark University Library (Washington: Government Printing Office, 1912), p. 29; *ibid.*, p. 24; *Radio and the Child* (A Report Prepared by the National Congress of Parents and Teachers Association, Chicago: The National Congress of Parents and Teachers Association, 1932), p. 3; H. B. Longstaff, "Preliminary Results of a Study of Mothers' Opinions of Children's Radio Programs," *Journal of Applied Psychology,* XX (April, 1936), 418; William C. Kvaraceus, *The Community and the Delinquent* (Yonkers-on-Hudson: World Book Company, 1954), p. 357; Foundation for Character Education, *Television for Children* (prepared in cooperation with the Boston University School of Education and published by T. O. Metcalf Company, 1954), p. 19; Edgar Dale, "When and How Shall We Use the Motion Picture?" *Progressive Education,* XIII (October, 1936), 440; J. J. DeBoer, "Sifting Children's Radio Programs," *School Executive,* LVII (February, 1938), 256; Paul A. Witty,

The hours per day devoted to television require exploration of the associations in this medium. Investigation into the media of movies and radio is equally important since organized efforts to discover differences or similarities between their rabid watchers and listeners from the less enthusiastic participants have practically ceased since the advent of television. The three media must be considered together, as they are used by today's youth, if the best understanding regarding effects on academic pursuits is to be approached.

The reports of both favorable and detrimental effects of mass media throughout the literature stresses the need for adult guidance in the use of the media if the fullest benefits are to be derived and the negative influences are to be minimized. Witty succinctly summarizes the challenge for television.

> Despite the limitations of TV, it has many desirable features and potentialities. The antidote to its undesirable aspects lies in a constructive program of guidance for children and young

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"A Tenth Yearly Study and Comments on a Decade of Televiewing," *Elementary English*, XXXVI (January-December, 1959), 581; E. C. Darrow, "Radio Programs for Children," *Education on the Air—Radio and Education*, Vol. V (Chicago: The University of Chicago Press, 1935), pp. 129-37.

> people. Teachers and parents should examine each child's TV preferences, and they should ascertain the amount of time each child gives to other leisure pursuits. If too much time appears to be devoted to TV, other activities should be encouraged to insure balanced and individually suitable patterns. Let us remember that TV is a problem mainly in homes where parents allow it to become and remain a problem. It may also prove to be a liability in schools in which it receives little or no attention or guidance. It is true that some programs are mediocre or worse, but there are some genuinely informative offerings and occasionally a truly inspiring or beautiful presentation. There are surely unrealized possibilities for stimulating appreciation and for fostering worthwhile interests through a judicious use, direction and improvement of TV.[14]

Since similar points have been made with regard to movies and radio,[15] and since these two media are a part of young people's patterns of leisure time activity, these observations apply equally to the guidance needed for the youth who are exposed to the movies and the radio of the 1960's.

Research regarding the magnitude and direction of adult guidance to children in their media utilization is minimal. Even if it were sufficient, the current status of guidance needs to be assessed in order to determine adequacy and thus possible avenues for improvement. And just as relationships with the various groups of educational achievement and of mental ability can be revealing in the areas of amounts of time, appeal, and academic endeavors, so can they be with regard to adult guidance.

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[14] Paul A. Witty, "Nine Yearly Studies of TV" (paper read at the Meeting of the American Association of School Administrators, Washington, D. C., August 30, 1958), p. 9.

[15] Marion Edman, "Attendance of School Pupils and Adults at Moving Pictures," The School Review, XLVIII (December, 1940), 763; C. M. Morgan and Easter Straker, "Out-of-School Listening Habits of Vigo County School Children," Teachers College Journal, X (May, 1939), 114.

The determination of differences or similarities among groups of junior high school pupils of high and low educational achievement and of pupils of great and limited mental ability can supply useful information for parents, teachers, and school administrators. The results of the present study can be used by parents in the guidance of their children's activities during leisure time; by teachers in the refinements of teaching methods and the provision of motivation and understanding; and by school administrators in the planning of in-service and parent education programs and in the general appreciation of the administrative requirements of an educational program which takes the potentialities of mass media into account. If similarities exist, the task of using mass media for greater educational benefits is simpler than if differences exist. Nevertheless, the present status of mass media activities among these extreme groups requires clarification before any intelligent and promising undertakings can be considered.

Importance of the junior high school. While the present status of mass media activities needs clarification among young people of all ages, perhaps the greatest current need is for illumination at the junior high school level, the administrative unit most capable of serving children developing into youth.[16] Denied many pleasures taken for granted by senior high school pupils, somewhat bored with the activities of "juveniles," and too young for most types of gainful employment, junior high school pupils have possibly the greatest amount of leisure time to devote to activities of an educational and enriching nature. To take fullest advantage of this opportunity, an understanding of the specific mass media activities of junior high school pupils is needed.

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[16] Van Miller and Willard B. Spalding, The Public Administration of American Schools (Yonkers-on-Hudson, New York: World Book Company, 1952), pp. 35-38.

There is evidence which suggests that possibly a somewhat unique media usage pattern exists among junior high school pupils. Reflective study on reports throughout the literature of the televiewing time by children of all ages encourages such a thought as does the 1953 investigation of W. A. Rosenberg and J. DeNicola who surveyed 1,800 Milford, Connecticut, pupils ranging in age from nine through eighteen.[17] That a somewhat unique appeal by mass media is held for junior high school pupils is also a possible suggestion, for such can be shown not only in the studies of Keith Tyler, Weston Clark, and T. C. Battin,[18] but also by astute examination of favorite program listings in such studies as those of Witty and of Battin and in the California study.[19]

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[17] W. A. Rosenberg and J. DeNicola, "The TV Week About Equals the School Week," *Clearing House,* XXVII (March, 1953), 431.

[18] Keith Tyler, "The Listening Habits of Oakland (California) Pupils," *English Journal,* XXV (March, 1936), 210; Weston Clark, "Radio Listening Habits of Children," *Journal of Social Psychology,* XII (August, 1940), 141; T. C. Battin, *Television and Youth,* doctoral dissertation published by the National Association of Radio and Television Broadcasters, 1771 N Street, N.W., Washington, D. C., 1954, p. 18.

Exclusive research into the media activities of junior high school pupils is needed for the best guidance in the use of media by these preadolescents. Since these particular young people are so diverse in their levels of maturity, and since their need for complete adult understanding is so great,[20] the discovery of any unique characteristics for boys and girls of the junior high school age can further the understanding of their total development and contribute to the methods for best helping these children to seek worthwhile experiences as they advance toward adulthood.

III. DEFINITIONS FOR TERMS USED

Since "the basis of both accuracy and clarity rests largely upon mutually understood definitions of terms. . . .,"[21] words and phrases which are somewhat unique to this study or which are used in a restricted manner are now presented to facilitate accurate understanding of this present investigation.

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[19] Paul A. Witty, "Children's Reactions to TV - A Fourth Report," *Elementary English*, XXX (November, 1953), 446-47; Paul A. Witty, "Seventh Report on TV," *Elementary English*, XXXIII (December, 1956), 525-26; Paul A. Witty and T. Gustafson, "Studies of TV - An Eighth Yearly Report," *Elementary English*, XXXIV (December, 1957), 538-39; Paul A. Witty and Paul Kinsella, "Children and TV - A Ninth Report," *Elementary English*, XXXV (November, 1958), 452-54; Battin, *op. cit.*, p. 6; "The San Francisco Study of Children and Mass Communication" (mimeographed Report 2 of the Stanford Institute of Communication Research), p. 4.

[20] Gladys G. Jenkins, Helen Shacter, and William G. Bauer, *These Are Your Children* (Chicago: Scott, Foresman and Company, 1953), pp. 183-89.

[21] Ward G. Reeder, *How to Write a Thesis* (Bloomington, Illinois: Public School Publishing Company, 1930), p. 91.

Northwestern University interest study. It should be understood that mention of the "Northwestern University interest study" refers to the survey, directed by Paul A. Witty, which resulted from the contract between the Office of Education, U. S. Department of Health, Education, and Welfare and Northwestern University, Evanston, Illinois.[22]

Mass media. "Mass media" in this study refers to movies, radio, and television.

Junior high school. For those unfamiliar with the administrative units which serve to educate young people in the area in which this study was conducted, note must be made that all references to the junior high school grade level relate only to grades seven and eight.

Upper and lower achievement groups. "Upper achievement group" or simply "upper achievers" are terms used interchangeably in this study to designate that group of boys and girls who, by standardized test evaluation, fell more than one sigma above the mean of educational achievement as determined for the total junior high school population under study. And likewise, the terms "lower achievement group" and "lower achievers" are used interchangeably to identify that group of children who, by the same type of standardized test evaluation, lay more than one sigma below the mean educational achievement of the total group to which they belonged. The limits of one sigma distance were determined by establishing the standard deviation of the sample, according to the formula, $S.\ D. = i\sqrt{\frac{fd^2}{N} - \left(\frac{fd}{N}\right)^2}$,[23] and adding and subtracting this amount from the mean educational achievement, as determined by the formula, $M = A.\ M. + \frac{\Sigma fd}{N}$,[24] for a grouped frequency distribution.

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[22] Witty and others, op. cit.

Upper and lower mental ability groups. "Upper mental ability group" and "upper IQ group" and the terms "lower mental ability group" and "lower IQ group" are used in a fashion which parallels those comparable terms applying to the achievement groups just described. That is, boys and girls one sigma above and one sigma below the mean mental ability of the total population were identified and assigned to the upper and lower groups respectively.

Statistically significant difference. In this study, statistical inference was applied in deciding whether the various facets of data tested gave evidence of difference or similarity existing between activities of the extreme groups. Differences in means were tested by application of the "t" formula which applies to small samples,

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[23] E. F. Lindquist, *A First Course in Statistics* (New York: Houghton Mifflin Company, 1942), pp. 75-76.

[24] *Ibid.*, pp. 57-58.

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{N_1\,{}_1^2 + N_2\,{}_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 N_2}\right)}}.$$[25]

Differences in reported items, classes, or categories of data were tested by application of the chi square technique. The formula, $x^2 = \sum_{i=1}^{r} \sum_{j=1}^{k} \frac{(n_{ij} - n_{ij}')^2}{n_{ij}'}$, was utilized in examining the various subjects, objects, and measurements which lent themselves to the chi square method, correction for continuity being made when there was but a single degree of freedom within the data.[26]

The conclusion that a difference existed or that the null hypothesis could be rejected was drawn when application of the appropriate formula yielded a numerical value which met or exceeded the value required for confidence at at least the 5 per cent level. ". . . In education, . . . , the 5 per cent level of significance is as stringent a level as practicable."[27] And conversely, a similarity was inferred to exist when a "t" or chi square formula yielded a numerical value which was less than that required for confidence at at least the 5 per cent level that a difference existed.

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[25] Ibid., pp. 138-39.

[26] Allen L. Edwards, Statistical Methods for the Behavioral Sciences (New York: Rinehart and Company, Inc., 1958), pp. 366-84.

[27] Fred P. Barnes, Practical Research Processes (Springfield, Illinois: Office of Superintendent of Public Instruction, 1958), p. 80.

IV. ORGANIZATION OF THE REMAINDER OF THE DISSERTATION

With an understanding of the problem, its importance, and terms used in connection with the investigation, the study itself remains to be reported. Following a review of both indirectly and directly related studies which further serve to emphasize the need for this investigation, there will be presented a description of the groups studied and the methods used to secure the data. The findings in each of the four areas of inquiry—amount and distribution of time given to mass media, appeal of mass media, associations between media usage and schoolwork, and amount and direction of adult guidance given in the use of media—will then be reviewed in successive chapters. The final chapter of this dissertation will summarize the total problem and its conclusions, discuss the educational implications of the findings and inferences, and suggest further research needed beyond the limits of this undertaking.

CHAPTER II

STUDIES RELATED TO THE ASSOCIATIONS BETWEEN MASS MEDIA AND CHILDREN

A review of the literature reveals considerable inquiry over the last three decades into the association between mass media and children. Few of these are directly related to the present problem, however, in that they have dealt with total populations rather than extreme educational achievement and/or extreme mental ability groups within the total population. Nevertheless, they have contributed to the present study in that they have established information regarding the central tendencies of children's mass media usage and form a base for the greater understanding which can result from investigation of extreme groups. Thus, a review of studies indirectly related to the present problem, as well as those which are directly associated with it, is desirable.

I. STUDIES INDIRECTLY RELATED TO THE PRESENT PROBLEM

The chronology of studies investigating the associations of mass media and children is more fully understood in light of the commercial development of the media, their availability determining, in part, the extent of their effects and influences and their ability to command educational interest. Thus, a brief historical sketch is presented in advance of the review of the literature which deals indirectly with the various aspects of the present investigation.

Availability of Mass Media as Reflected in Their Commercial Development

The acceptance of mass media as an integral part of American culture is attested to by not only the rapid development of each of the three industries--motion pictures, radio, and television--but also their ability to command a portion of the national income today.

Movies. Edgar Dale summarizes the growth of motion pictures in this country in his book, How to Appreciate Motion Pictures. He points out that the pattern for the American type motion picture was probably set in 1903 and developed into eight-reel versions even before 1914. Film production in Europe ceasing due to the outbreak of war that year, America took over the commercial control of motion pictures, and the industry expanded rapidly. Sound was introduced into motion pictures in 1926, and this further served to stimulate growth of the industry.[1] ". . . In 1930, from fifty million to seventy-five million people in the United States viewed the motion pictures each week. . . ."[2] That movies were available to more than a few young people is attested to by the 57,000 movie theatres which were in this country at the time Alice Mitchell made her Chicago study.[3]

The years from 1930 to about 1950 saw the movies grow into one of the most important industries in this country. Dale estimated in 1939 that about eighty-five million individuals regularly attended the movies.[4] Movies were a prime source of entertainment for a gas-rationed public during World War II; and after the war, when materials again became available, the movie industry enjoyed further expansion and dominance over America's leisure time expenditures.

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[1] Edgar Dale, How to Appreciate Motion Pictures (New York: The MacMillan Company, 1935), pp. 32-34.

[2] Ibid., p. 34.

[3] Alice M. Mitchell, Children and Movies (Chicago: The University of Chicago Press, 1929), p. 162.

The decline in movie popularity about 1950, caused by the advent of television, was evidenced by the closing of unpatronized movie theatres. However, it must be recognized that there has since been an introduction of many new drive-in theatres that partly offset the loss. Though removed from the post of Number One Entertainer, the movie industry is still very much in operation and has an income that attests to its ability to amuse the American public.

Radio. The expansion of radio from the squeak of the crystal set in the 1920's to one of the most powerful of the modern communication media has significantly advanced the entertainment, comfort, and protection of our society. In just four decades radio has developed from a large and sometimes cumbersome piece of furniture which presented limited offerings in the family living room to clock radios, table radios, portable radios, and car radios that make its availability, if desired, possible at any time and at any place.[5] Considering the versatility of radio, it is not surprising that the industry expanded from the time of its beginning up until the entrance of television into the American living room.

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[4] Walter S. Monroe (ed.), "Theatrical Motion Picture Educational Influence," *Encyclopedia of Educational Research* (revised edition; New York: The MacMillan Company, 1941), p. 1431.

[5] *Radio U.S.A.* (Brochure published by the National Association of Broadcasters, 1771 N Street N.W., Washington, D.C., 1958), p. iii.

While radio was not to be had in quite so many of its present forms before World War II, it was, nevertheless, most accessible to children, as those studies which made particular note of radio ownership revealed. In 1936, Keith Tyler reported that of 700 pupils in the seventh, ninth, and eleventh grades in Oakland, California, 97 to 99 per cent of these subjects had radios in their homes.[6] A sample of 735 Vigo County, Indiana, children in grades three through twelve were examined by C. M. Morgan and Easter Straker in 1939, and they found that 88.62 per cent of the subjects had radios.[7] A year later, in a Berkeley, California, survey, John Hockett and George Fick found that 98 per cent of 379 seventh graders had radios in their homes.[8]

Though radio, too, has felt the competition of television, there is no reason to suggest that it is not firmly established in our culture. In 1958, the National Association of Broadcasters reported that Americans were buying more radio sets than ever before. To back this up, the Association pointed to the 48,000,000 families which owned at least 150,000,000 radio sets.[9] And of course, there is always the possibility that new avenues of effectiveness will be found for radio, thus increasing its popularity in the future.

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[6] Keith Tyler, "The Listening Habits of Oakland Pupils," English Journal, XXV (March, 1936), 207.

[7] C. M. Morgan and Easter Straker, "Out-of-School Listening Habits of Vigo County School Children," Teachers College Journal, X (May, 1939), 114.

[8] J. Hockett and G. Fick, "A Study of the Radio Interests and Listening Habits of Children," Children's Interests Elementary School Level, Twelfth Yearbook, Volume XII (California: California Elementary School Principals' Association, 1940), 130.

Television. Roots of the word television literally mean seeing at a distance, a feat desired by man for many years.

> Since the earliest days of history, man has dreamed of ways to reach this goal--seeing at a distance. At first only the magician and sorcerer would attempt this feat. The "crystal gazer" who tried to conjure a scene in a distant place or time by looking into a glass ball was groping for the secret of television.
>
> But man had to wait for the Scientific Age to make this great dream come true. We often think of television as a very recent invention. Actually scientists have worked on its problems for many decades.[10]

Though this may be true, the practical fact is that present persons under twenty-one are the only members of the first television generation, this oval, magical eye first moving into the American living room about one decade ago. Since that time, "bonanza" is one of the few words which approaches the true description of television's growth. The rapid assimilation of this electronic bestower of culture, education, entertainment, and commercials into the lives of Mr. and Mrs. U.S.A. and family and the post-World War II purchasing power of the American public are responsible for the phenomenal growth of the television industry.

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[9] Radio U.S.A., op. cit., p. 1.

[10] Free Television (Brochure published by the National Association of Broadcasters, 1771 N Street N.W., Washington, D.C., 1958), p. 1.

The studies citing the availability of television to children reflect the rapid development of the television industry and show its spread geographically and sociologically. In 1950, Paul A. Witty found that 43 per cent of a sample of 2,100 Evanston, Illinois (Chicago suburb) children had television sets in their homes;[11] Sigmund Fogler reported a figure of 85 per cent in his study of 1,000 Brooklyn, New York, families.[12] Studying 1,400 Evanston, Illinois elementary and high school pupils, Witty's figure climbed to 66 per cent the following year.[13] Area figures for 1952 are interesting: in Missouri, Donald Tarbet, in a study of 1,500 ninth graders found that 42 per cent of his subjects had television in their homes;[14] in Columbus, Ohio, Galen Besco in a sample of 223 high school pupils determined a similar proportion—44 per cent;[15] and in the Chicago area, Witty determined that 88 per cent of his sample of 1,200 elementary and high school pupils had television sets.[16] Two years later, the figures of 79 per cent and 81 per cent were respectively reported by G. R. Weathers in a study of 1,946 third, sixth, and eighth graders in South Bend, Indiana,[17] and by C. A. Wells and T. Lynch in a study of 185 intermediate grade children in the Baltimore area.[18] Witty, in a survey of 2,000 Chicago area elementary and high school pupils, found that 97 per cent of them had television sets in 1955.[19] This figure then held fairly constant for the Chicago area, as verified in 1958 by Witty and Paul Kinsella in their study of 2,800 Chicago area elementary and high school pupils.[20] In addition to the availability illustrated by these figures, one can possibly add a few per cent for the availability of neighbors' television sets. Those over legal age surely remember the popularity of young people whose parents did not object to turning their living room into a miniature movie theatre for an afternoon.

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[11] Paul A. Witty, "Children's, Parents', and Teachers' Reactions to Television," *Elementary English,* XXVII (October, 1950), 295.

[12] Sigmund Fogler, "Prometheus or Frankenstein," *The Journal of Educational Sociology,* XXIV (November, 1950), 155.

[13] Paul A. Witty, "Two Studies of Children's Interest in TV," *Elementary English,* XXIX (May, 1952), 252.

[14] Donald Tarbet, "TV Watching Help or Hindrance?" *Clearing House,* XXVII (April, 1953), 489.

[15] G. S. Besco, "Television and Its Effects on Other Related Interests of High School Pupils," *The English Journal,* XLI (March, 1952), 152.

The National Association of Broadcasters reported that in 1958 more than forty million American families owned receivers in which they had invested about seventeen billion dollars! Well over 90 per cent of these families could receive free television, nearly three-fourths of them having a choice of four or more channels.[21] Further verification of the success of television is to be found in the figures reported in Time, October 13, 1958. It was then claimed that forty-three million U. S. homes had television turned on an average of five hours and fifty-six minutes per day.[22] Considering that such an accomplishment was attained by television in less than a decade, it is simple to understand how easily brilliant and promising predictions for the future of this industry can be made.

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[16] Paul A. Witty, "Children's Reaction to TV - A Third Report," Elementary English, XXIX (December, 1952), 471.

[17] G. R. Weathers, "TV Programs Monopolize Attention, Postpone Bedtime," The Nation's Schools, LIV (December, 1954), 49.

[18] C. A. Wells and T. Lynch, "The Amount of Free Reading Engaged in by Intermediate Grade Pupils Who Have Viewed Television for One Year or More," Journal of Educational Research, XLVII (February, 1954), 474.

[19] Paul A. Witty, "Children and TV - A Sixth Report," Elementary English, XXXII (November, 1955), 469.

[20] Paul A. Witty and Paul Kinsella, "Children and TV - A Ninth Report," Elementary English, XXXV (November, 1958), 451.

Studies in the Amount and Distribution of Time Given to Mass Media

The present investigation makes inquiry into the total time given to mass media, the apportionment of that time, and the relation of time given to mass media to that given to other leisure time pursuits. Thus, the indirectly related investigations which have dealt with these aspects of mass media usage are presented.

Total time. A study of Tables I and II reveals the very definite need which the Northwestern University interest study[23] fulfilled in

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[21] Free Television, op. cit., p. 10.

[22] "New Dimensions," Time, LXXII (October 13, 1958), 53.

[23] Paul A. Witty and others, Interests of Children and Youth, contracted by the Office of Education, U. S. Department of Health, Education, and Welfare and by Northwestern University (Evanston, Illinois: Northwestern University, 1960), 110 pp. (Mimeographed.)

TABLE I

TIME SPENT BY CHILDREN IN MOVIE ATTENDANCE AS REPORTED IN VARIOUS STUDIES

Year reported	Investigator(s)	Number in sample	Location of sample	Grade level(s) of sample	Frequency of movie attendance
1929	Alice Mitchell	10,052	Chicago, Illinois	Elementary and high school	90 per cent went regularly from one to seven times a month
1930	T. E. Sullenger	3,295	Omaha, Nebraska	High school	Once a week; boys more frequently than girls
1931	*London Times Educational Supplement*	1,439	Birmingham, England	Children between ages of eight and fourteen	Once a week for more than one-half of the sample; twice a week for about one-eighth of the sample
1934	T. C. Harris	21,000	Counties in England:		
			London		Once or twice a week for 39 per cent
			Dundee		Once or more per week for 80 per cent
			Galashiels		Once or more per week for 75 per cent
			Edinburgh, Scotland	Children ages nine and up	At least once a week for 69 per cent
1935	Edgar Dale	20,000	Columbus, Ohio	Elementary and high school	At least once a week for 55-83 per cent of the boys and 45-70 per cent of the girls; two to three times a week for 15-25 per cent of the sample

TABLE I (continued)

Year reported	Investigator(s)	Number in sample	Location of sample	Grade level(s) of sample	Frequency of movie attendance
1940	Marion Edman	487	Minnesota	Sixth, ninth and twelfth	Once a week
1941	Paul A. Witty, Sol Garfield, and William Brink	1,687	Chicago, Illinois	High school	At least once a week for two-thirds of the white pupils and three-fourths of the Negro
1943	Paul A. Witty and Ann Coomer	480	Oak Park, Illinois	High school	Once a week
1945	U. H. Fleege	2,000		High school (boys)	Once a week for 45.1 per cent; twice a week for 23.9 per cent
1960	Paul A. Witty and others	2,100	Chicago, Illinois area	Third through sixth	Once a week for 34.5 per cent of the boys and 26.8 per cent of the girls
				Seventh and eighth	Once a week for 19.4 per cent of the boys and 16.5 per cent of the girls
				Ninth	Once a week for 17.4 per cent of the boys and 13.8 per cent of the girls

TABLE II

TIME SPENT BY CHILDREN IN RADIO LISTENING AS REPORTED IN VARIOUS STUDIES

Year reported	Investigator(s)	Number in sample	Location of sample	Grade level(s) of sample	Hours devoted to radio listening Per day	Per week
1933	Child Study Association	134		Pre-school, elementary, and high school	1-3	
1939	C. M. Morgan and Hester Straker	735	Vigo County, Indiana	Third through twelfth		27 plus
1943	Paul A. Witty and Ann Coomer	480	Oak Park, Illinois	High school	2	
1949	Frederick Gruber	349	Philadelphia, Pennsylvania area	Junior and senior high school	2 or more for 50 per cent of the sample	
1960	Paul A. Witty and others	2,100	Chicago, Illinois area	Third through sixth		5.3
				Seventh and eighth		8.1
				Ninth		9.9

establishing the positions of movies and radio in their rolls of leisure time attractors for today's youth who have television, literally, at their fingertips. It is surprising that with the abundance of time studies in the area of television, as revealed in Table III, that the Northwestern University interest study[24] is singular in its additional coverage of movies and radio; for, if the greatest understanding of mass media utilization is to be obtained, movies and radio, proven favorites of the past, certainly need to be considered.

Distribution of time. Though sufficient exploration of media time devotion seems to have been accomplished, there is some inadequacy of pattern determination within such inquiry. Review of the literature reveals the lack of recent pursuit of such questions as "At what times during the day and at what times during the week are mass media used?" In 1940, Hockett and Fick determined that 97 per cent of their subjects listened to the radio between the hours of four and ten in the evening.[25] Eleanor Maccoby used the activity record method in her 1951 Cambridge, Massachusetts, study of 622 children, ages four through seventeen, to ascertain a difference in televiewing patterns during various days of the week. She found that her subjects devoted two and one-half hours per day to televiewing Monday through Saturday, an hour more on Sundays.[26]

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[24] Ibid.

[25] Hockett and Fick, loc. cit.

[26] Eleanor Maccoby, "Television, Its Impact on School Children," Public Opinion Quarterly, XXV (Fall, 1951), 423.

TABLE III

TIME SPENT BY CHILDREN IN TELEVIEWING AS REPORTED IN VARIOUS STUDIES

Year reported	Investigator(s)	Number in sample	Location of sample	Grade level(s) of sample	Hours devoted to televiewing Per day	Hours devoted to televiewing Per week
1950	Phillip Lewis	500	Chicago, Illinois	High school		23.33[a] 25.75[b]
1950	John Gould	232	Stamford, Connecticut	Junior high school		27
1950	William McGinnis	2,182	Perth Amboy, New Jersey	Sixth, seventh, and eighth		15-25
1950	Robert Shayon		"Videotown"	Kindergarten and first	4	
1950	Paul A. Witty	2,100	Evanston, Illinois	Elementary		21
1950	Gertrude Young	35		Junior high school	1.5-5.5	
1951	Phillip Lewis	500	Chicago, Illinois	High school		16.25
1952, May	Paul A. Witty	1,400	Evanston, Illinois	Elementary High school		19 14
1952	Galen Besco	223	Columbus, Ohio	Tenth, eleventh, and twelfth		16.8

TABLE III (continued)

Year reported	Investigator(s)	Number in sample	Location of sample	Grade level(s) of sample	Hours devoted to televiewing	
					Per day	Per week
1952	Walter Clark	998	Cincinnati, Ohio	Junior high school	3.7	
1952, December	Paul A. Witty	1,200	Chicago, Illinois area	Elementary		23
				High school		14
1953	T. C. Battin	1,113	Ann Arbor, Michigan	First through third		14.5-17
				Fourth through sixth		20.5-23
				Seventh and eighth		22.0-26
				Ninth through twelfth		17.0-20
1953	S. Fogler	1,000 families	Brooklyn, New York	Elementary	2.0 in summer 3.4 in winter	
1953	Paul A. Witty	2,000	Evanston and Winnetka, Illinois	First through fifth		22.8
				Sixth through eighth		20.8
				High school		16.7
1953	Donald Tarbet	1,500	Missouri	Ninth	3.4	

TABLE III (continued)

Year reported	Investigator(s)	Number in sample	Location of sample	Grade level(s) of sample	Hours devoted to televiewing	
					Per day	Per week
1954	Paul A. Witty	2,000	Evanston and Chicago, Illinois	Elementary High school		21.5 14
1955	Paul A. Witty	2,000	Evanston and Chicago, Illinois	Elementary High school		23.7 14.3
1956	Lloyd Scott	456	San Leandro, California	Middle elementary		0-70
1956	Paul A. Witty	2,500	Evanston and Chicago, Illinois	Elementary High school		21 12
1957	Paul A. Witty and T. Gustafson	2,000	Evanston, Illinois and Kenosha County, Wisconsin	Elementary High school		22.5 12
1958	Nuffield Foundation	4,500	Five cities in England	Children ages ten through fourteen	2	
1958	Paul A. Witty and Paul Kinsella	2,800	Evanston and Skokie, Illinois	Elementary High school		20 13

TABLE III (continued)

Year reported	Investigator(s)	Number in sample	Location of sample	Grade level(s) of sample	Hours devoted to televiewing Per day	Per week
1958	Stanford Institute of Communication Research	2,000	San Francisco, California	Elementary	2	
1959	Paul A. Witty	2,000	Evanston, Illinois	Elementary		21
				High school		12
1960	Alex F. Perrodin	352	Athens, Georgia	Fourth through seventh		More than 20 for greater than 50 per cent of the sample
1960	Paul A. Witty and others	2,100	Chicago, Illinois area	Third through sixth		19.6
				Seventh and eighth		16.7
				Ninth		17.1

*Original study

#Follow-up study six months later

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A year later, Witty set forth the finding that subjects of his May, 1951 study televiewed the most during the dinner and after-dinner hours.[27] In Weathers' 1954 study, it was reported that 62 per cent of the children watched television after school, that 24.5 per cent watched during the evening meal, and that 85 per cent watched after the evening meal.[28] The year before T. C. Battin had reported on the time patterns of his 1,113 Ann Arbor, Michigan, elementary and high school pupils, showing that heavy televiewing began about five o'clock in the afternoon for his elementary students and about an hour later for his high school subjects, and that the hour of televiewing cessation grew later as the pupils advanced in age, ten o'clock being the general hour of cessation for junior and senior high school pupils.[29] Since these findings differed somewhat from those of Witty in his first study and a follow-up in December, 1950 of 400 River Forest and Oak Park, Illinois high school students,[30] research is needed to help clarify the patterns of the present day leisure time activities of boys and girls.

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[27] Witty, "Two Studies of Children's Interest in TV," *op. cit.*, p. 253.

[28] Weathers, *loc. cit.*

[29] T. C. Battin, *Television and Youth* (Doctoral dissertation published by the National Association of Radio and Television Broadcasters, 1771 N Street, N.W., Washington, D. C., 1954), pp. 3-4.

[30] Paul A. Witty, "Interest in TV and Success in School," *Educational Administration and Supervision*, XXXVII (April, 1951), 197-98; Paul A. Witty, "Television and the Educative Process," *School and Society*, LXXIV (December 15, 1951), 371.

Mass media in the leisure time pattern. Past research affords valuable information regarding leisure time activity patterns. Such begins with the studies of Paul A. Witty and H. C. Lehman in 1927 and of H. S. Dimock ten years later. Witty and Lehman studied 6,000 Kansas City, Missouri, pupils in grades three through twelve. They found that 80 per cent of the children between the ages of ten and one-half and fifteen and one-half attended a movie during the week preceding the investigation, 40 per cent of the boys and girls stating that "going to the movies" was their favorite leisure time activity. Movie attendance was the only activity chosen to any degree of regularity by the children.[31] Dimock's finding that movie-going was a preferred passive activity among 200 adolescent boys in Milwaukee, Wisconsin,[32] supported that of Witty and Lehman.

The subject of radio's relation to leisure time activities began to enter the literature during the middle 1930's. The relative popularity of radio was revealed in 1936 through the Children's Aid Society study of 10,000 Missouri children, ages eleven through sixteen. In questionnaires, these children said that they spent twenty-one times as many hours in radio listening as they did in reading.[33] In 1940,

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[31] Paul A. Witty and H. C. Lehman, "Compensatory Function of the Movie," The Journal of Applied Psychology, XI, Number 1 (February, 1927), 38-39.

[32] H. S. Dimock, Rediscovering the Adolescent (New York: The Associated Press, 1937), p. 62.

[33] Children's Aid Society, "The Radio Questionnaire of the Children's Aid Society," School and Society, XLIII (February 29, 1936), 287.

Hockett and Fick found that 66 per cent of their subjects preferred radio listening to reading;[34] and a year later, Paul A. Witty, Sol Garfield, and William Brink reported that 96 per cent of the 1,687 high school boys and girls in their study enjoyed radio listening.[35] The importance of radio to children was reflected in P. I. Lyness' 1952 study of 1,418 third, fifth, seventh, ninth, and eleventh graders in Des Moines, Iowa. He reported that children said if they had to give up all but one medium, radio would be the one which they would keep.[36] The next year T. E. Sullenger, L. E. Parke, and W. K. Wallin surveyed 1,800 Omaha, Nebraska, fourth through eighth graders and revealed that radio listening was the most popular leisure time pursuit, movie-going the second most popular.[37]

The fact that television was not yet available to the youth of Des Moines in 1952 or the youth of Omaha in 1953 can be inferred from the results of a study by G. S. Bosco in 1950 in Columbus, Ohio, an area where the magic eye already existed. Bosco found a marked reduction in the use of radio by those ninety-seven subjects who had television sets in their homes.[38]

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[34] Hockett and Fick, op. cit., p. 133.

[35] Paul A. Witty, William Brink, and Sol Garfield, "Interests of High-School Students in Motion Pictures and the Radio," The Journal of Educational Psychology, XVIII (March, 1941), 177-78.

[36] P. I. Lyness, "The Place of the Mass Media in the Lives of Boys and Girls," Journalism Quarterly, XXIX (Winter, 1952), 52.

[37] T. E. Sullenger, L. E. Parke, and W. K. Wallin, "The Leisure Time Activities of Elementary School Children," Journal of Educational Research, XLVI (March, 1953), 552.

Subsequent studies left no doubt as to the popularity of the glorified picture tube, both home and abroad. In 1954, Constance McCullough tabulated the fourteen work and twenty-six recreational activities of 391 Oakland, California, elementary pupils from week-long logs of their before-school, after-school, and after-dinner pursuits. She found that television ranked ahead of all other activities and concluded: "Television seems to be no respector of neighborhood differences or sex. . . ."[39] Great Britain's Ford-like Nuffield Foundation issued the following report in 1958: over a period of three years, 4,500 children, ages ten through fourteen, in five English cities, spent more time in televiewing than in any other leisure time activity.[40]

The fact that television was usurping children's devotion to movies and radio is readily apparent in the research. As television became available, movie attendance decreased. In 1948, Thomas E. Coffin reported that movie-going had declined 20 per cent among the one hundred East Coast families that he surveyed;[41] in 1950, Witty found that 35 per cent of the children having television attended movies less often than before television came into their lives,[42] and C. E. Swanson and R. L. Jones found a reduction in movie-going time among 448 homes in the Minneapolis area;[43] in 1951, Maccoby's study showed the decrease in movie popularity;[44] in 1952, Bosco's investigation did likewise;[45] in 1955, Frank Sweetser's survey of 254 families on the East Coast revealed that 46 per cent of the children in those families were going to the movie theatres less often.[46] Parallel evidence that radio, too, was being pushed aside by television is found in the studies of Maccoby,[47] Bosco,[48] and Sweetser.[49]

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[38] Bosco, *loc. cit.*

[39] Constance McCullough, "A Log of Children's Out-of-School Activities," *The Elementary School Journal*, LVIII (December, 1957), 163.

[40] "Television and the Child - Nuffield Foundation Inquiry," *Times Educational Supplement*, 2273:1785 (December 12, 1958).

[41] Thomas E. Coffin, "Television Effects on Leisure-Time Activities," *Journal of Applied Psychology*, XXXII (October, 1948), 553.

But data on television's ability to push aside other activities are inconclusive. Battin's investigation conflicts with that of Arnold Lazarus, who surveyed children in Southern California, Ann Arbor, Michigan, and New Haven, Connecticut. In 1953, Battin found that 57 per cent of the boys and 59 per cent of the girls reported they pursued the same hobbies which they had before television and that 38 per cent of the boys and 34 per cent of the girls reported cultivating new hobbies since television entered their lives.[50] In 1956, Lazarus reported a 22 to 28 per cent decrease in the creative actions and hobbies of his subjects.[51] However, Witty, who has investigated in this area for a decade, makes these observations:

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[42] Witty, "Children's, Parents', and Teachers' Reactions to Television," loc. cit.

[43] C. E. Swanson and R. L. Jones, "Television Owning and Its Correlates," Journal of Applied Psychology, XXXI (October, 1951), 357.

[44] Maccoby, op. cit., p. 439.

[45] Bosco, loc. cit.

[46] Frank Sweetser, Jr., "Home Television and Behavior: Some Tentative Conclusions," Public Opinion Quarterly, XIX (Spring, 1955), 83.

[47] Maccoby, loc. cit.

[48] Bosco, loc. cit.

[49] Sweetser, loc. cit.

[50] Battin, op. cit., p. 14.

> . . . In our studies, there seems to be little or no decrease in outdoor activities and hobbies in recent years. In 1957, the Interest Inventory was administered to middle-grade pupils. Despite the fact that the pupils devoted large amounts of time to TV, they still found opportunities to take part in activities such as swimming and baseball, and to pursue hobbies such as collecting various items and constructing model airplanes. . . .[52]

Popular periodicals are sprinkled with articles asserting that today's children are becoming a generation of spectators lacking in the background and culture to be gained from reading. The evidence, however, does not support the charge that the modern child does not read during his leisure time. Putting together an understanding of the place which movies and radio once held in the lives of children with the research which indicates that if anything a slight increase in reading has occurred, one might be tempted to conclude that the greatest shift in leisure time pursuits has been one from radio and movies to television rather than one from reading to television.

During television's infancy, studies did reveal a decline in the amount of time devoted to free reading. This is shown in the studies of

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[51] Arnold Lazarus, "Pupils' TV Habits," *Educational Leadership*, XIII (January, 1956), 242.

[52] Paul A. Witty, "A Comparative Summary of Nine Yearly Studies of Televiewing," (paper read at the Meeting of the American Psychological Association, Washington, D. C., August 30, 1958), p. 7.

Maccoby,[53] Besco,[54] Witty,[55] and Sweetser.[56] But as time went on, few negative reports were issued. In fact, the study by Wells and Lynch reported no negative correlation between reading and televiewing, going on to assert that there were no harmful effects exerted on reading by television.[57] The 1956 Tarbet study, conducted on 260 sixth grade pupils in Chapel Hill, North Carolina, concluded that an average of twenty televiewing hours per week did not have harmful effects on leisure time reading.[58] The Nuffield Study in 1958 reported that a considerable amount of televiewing did not injure reading,[59] though a year previously J. D. Carsley's investigation of 2,040 ten and eleven year old children emphasized that more time was spent in televiewing than was spent in free reading by 44.2 per cent of the boys and 35.8 per cent of the girls in his English sample.[60]

Possibly television passed through a negative and then neutral period with respect to its effect on reading and is now about to enter a third, more positive stage of influence. Carsley's additional finding that 19.6 per cent of the boys and 26.4 per cent of the girls were devoting more time to reading than to televiewing is encouraging.[61] W. C. Lanton's study of 790 Evanston, Illinois third and fifth graders indicated that children were reading somewhat more than they did twenty years previous to that time.[62] Since the pre-television reading patterns of today's children cannot be identified, these children not knowing life without this electronic device, rigid research is difficult, and we need to rely somewhat on opinions. Witty and Kinsella claim that it appears as if children are reading somewhat more at the present time than before television came to their homes.[63] Two sources cite the same indication for such a claim. Lazarus wrote that according to the unanimous reports of school and public librarians children at all grade levels were reading more than ever.[64] In 1958, Nancy Larrick, a former educational director of Random House and president of the International Reading Association, wrote, ". . . TV heroes have been sending children to libraries on the double. Wyatt Earp is one example. Robin Hood is another."[65] The

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[53] Maccoby, loc. cit.

[54] Besco, loc. cit.

[55] Witty, "Two Studies of Children's Interest in TV," op. cit., p. 255.

[56] Sweetser, loc. cit.

[57] Wells and Lynch, op. cit., p. 475.

[58] Donald Tarbet, "The Televiewing Habits of Pupils," Clearing House, XXX (April, 1956), 485.

[59] "Television and the Child - Nuffield Foundation Inquiry," loc. cit.

[60] J. D. Carsley, "The Interests of Children in Books," British Journal of Educational Psychology, XXVII (February, 1957), 23.

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[61] *Ibid.*

[62] Wendell C. Lanton, "Comparison of the Reading, Arithmetic, and Spelling Achievement of Third and Fifth Grade Pupils in 1934 and 1953" (unpublished doctoral thesis, Northwestern University, Evanston, Illinois, 1954), p. 152.

[63] Witty and Kinsella, *op. cit.*, p. 455.

[64] Lazarus, *loc. cit.*

[65] Nancy Larrick, *A Parent's Guide to Children's Reading* (New York: Doubleday and Company, Inc., 1958), p. 110.

TV Guide survey in 1959 supports the trend to which these two reporters point. In addition to interviewing a publisher of children's books, TV Guide queried the head librarians in nine major cities and found that television had encouraged reading. The comment from Colorado was typical:

> We at the Denver library feel that TV stimulates rather than competes with reading. As a result of the TV presentation of Little Women, all our copies of the book have been borrowed. The Shirley Temple series has sparked new interest in the fairy tales. The Legend of Sleepy Hollow sat on our shelves unread until it appeared on television and our Johnny Tremaine's . . . are now threadbare.[66]

The most recent research into leisure time activity patterns was done by Witty and others in the Northwestern University interest study. Briefly, these were the findings:

> In considering the patterns of play and recreation today, one must bear in mind the pre-eminence accorded TV by the pupils. With so much time consumed by TV, some activities, followed in the past, have been abandoned or the time devoted to them has been reduced. One of these is, of course, going to the movies outside the home. This study suggests that neither children nor their parents attend movies so frequently as in the past. In addition, pupils spend less time listening to the radio—particularly in the elementary grades.
>
> Another activity engaged in less frequently now is reading the comics. . . . Some hobbies and outdoor play activities have been abandoned too, but others have come into favor; . . .
>
> . . . one may note an increase in sedentary activities. And in the present study, a continuation of this trend with some intensification may be noted. . . .
>
> Despite the appeal of the mass media, boys and girls still find time to participate in a number of outdoor activities. . . . Both boys and girls report less frequently activities such as playing

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[66] "How Television Encourages Children to Read," TV Guide (March 7, 1959), 27.

> marbles, fishing, hunting, hiking, flying kites, and picnicking, which formerly enjoyed popularity. There might be a slight reduction, too, in the hobbies involving outdoor participation, now reported as compared with earlier times. Collectively, these data present a picture of children and youth today surrounded with intriguing mechanical devices and opportunities for "purchased" vicarious recreation. . . .
>
> . . . .
>
> The results of this investigation in the field of reading are inconclusive but nonetheless provocative. Thus, we find that while the mass media consume several hours daily, reading is accorded only an hour or a little more each day by these pupils. Moreover, the ninth grade pupil appears to read little more than the middle grade child. Compared with TV, reading has relatively small appeal.[67]

The review of studies in time given to mass media shows a rise in medium popularity which parallels commercial development of the medium. Studies which have covered more than one medium reveal that the newest does not completely displace its predecessor, but rather, that children make additional time to include the newest along with the older. As a whole, the Northwestern University interest study has served to clarify the present leisure time patterns of children in grades three through nine. This clarification was very much needed in the context of today's multitudinous leisure time opportunities.

Studies in the Appeal of Mass Media for Children

Although studies pursuing the favorite offerings of mass media, collectively or individually, are perhaps abundant, they are significant at any time not only because they furnish information regarding the interests of children but also afford an awareness of the quality of offerings which are being consumed by young people. These are most important considerations in light of Alice Sterner's finding among 372 Newark, New Jersey, high school pupils that youth will utilize any of the modern media to satisfy their desires for adventure and stimulation.[68]

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[67] Witty and others, op. cit., pp. 94-97.

The appeal of mass media is explored through determining offering preferences in various ways: the naming of favorite offerings, the identification of favorite offering types, the reasons for liking specific offerings, and parallel inquiry into disliked offerings.

The naming of favorite offerings is to be found in such movie studies as that of Witty, Brink, and Garfield in 1941,[69] and the Northwestern University interest study in 1960;[70] and in such radio studies as those of Tyler in 1936,[71] Hockett and Fick in 1940,[72] the Paul A. Witty and Ann Coomer investigation of 480 Oak Park, Illinois high school pupils in 1943,[73] and the Northwestern University interest study in 1960.[74] While Battin reports extensively on the television favorites of his sample,[75] the reader is referred to Witty's listing in Table IV as an example of naming favorite offerings in television. Having determined choices for the last ten years, Witty's listing is both comprehensive and interesting.

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[68] Alice P. Sterner, "Radio, Motion Picture, and Reading Interests: A Study of High School Pupils," *Contributions to Education, Number 932* (New York: Teachers College, Columbia University, 1947), p. 60.

[69] Witty, Brink, and Garfield, *op. cit.*, p. 181.

[70] Witty and others, *op. cit.*, pp. 54-55.

[71] Tyler, *op. cit.*, p. 208.

[72] Hockett and Fick, *op. cit.*, p. 132.

[73] Paul A. Witty and Ann Coomer, "Activities and Preferences of a Secondary School Group," *The Journal of Educational Psychology*, XXXIV (February, 1943), 72.

Comparable information on the appeal of offerings is put forth in the studies which cite most-liked program types, summarized in Tables V, VI, and VII, and in the studies which list reasons for preferences, such as is done by Battin, programs being "interesting, entertaining, exciting," the reason most often given for choice.[76]

Expanded understanding of offering appeal is afforded by those investigations which looked into disliked offerings. For example, the United Parent Association of New York City, in its survey of 60,000 kindergarten through ninth grade pupils in twenty-one cities in 1940, found that in radio programs extreme thrillers were disliked.[77] Some of Witty's studies listed disliked programs, and it is interesting to note that from 1952 through 1956 he reported Howdy Doody consistently as the most disliked program by children, Howdy Doody being followed by

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[74] Witty and others, op. cit., pp. 52-53.

[75] Battin, op. cit., p. 6.

[76] Ibid., p. 7.

[77] United Parent Association of New York City, "A Survey of Children's Radio Preferences," School and Society, LII (July 13, 1940), 23.

TABLE IV

TEN YEAR LISTING OF CHILDREN'S FAVORITE TELEVISION PROGRAMS[a]

Year	Choices of elementary pupils	Choices of high school pupils
1950	Hopalong Cassidy Howdy Doody Lone Ranger Milton Berle Arthur Godfrey	
1951	Crusader Rabbit Hopalong Cassidy and Adventures of Wild Bill Hickok Howdy Doody Uncle Mistletoe Lone Ranger	Sports Milton Berle Toast of the Town Arthur Godfrey Fred Waring
1952	I Love Lucy My Friend Flicka Roy Rogers Red Skelton Tom Corbett	I Love Lucy Red Skelton Sports Colgate Comedy Hour What's My Line?
1953	I Love Lucy Superman Red Buttons Dragnet Roy Rogers	I Love Lucy Dragnet Colgate Comedy Hour Arthur Godfrey Red Buttons
1954	I Love Lucy Dragnet My Little Margie Roy Rogers Topper and Superman	I Love Lucy Dragnet I Led Three Lives This Is Your Life Colgate Comedy Hour and Jackie Gleason
1955	Disneyland Rin Tin Tin Lassie I Love Lucy George Gobel	George Gobel Disneyland Toast of the Town Medic I Love Lucy and Dragnet

TABLE IV (continued)

Year	Choices of elementary pupils	Choices of high school pupils
1956	Disneyland	Baseball and Sports
	Mickey Mouse Club	Toast of the Town
	I Love Lucy	Perry Como
	Rin Tin Tin	Alfred Hitchcock
	Lassie	$64,000 Question
1957	Disneyland	Steve Allen
	Mickey Mouse Club	Cheyenne
	I Love Lucy	Perry Como
	Lassie	Father Knows Best
	Fury	Bob Cummings
1958	Zorro	Maverick
	Disneyland	Gunsmoke
	Bugs Bunny	Steve Allen
	Shock Theatre	Shock Theatre
	Mickey Mouse Club	Father Knows Best
1959	77 Sunset Strip	Maverick
	Huckleberry Hound	American Bandstand
	Maverick	Father Knows Best
	Father Knows Best	Dick Clark Show
	Shock Theatre	Steve Allen

[a] Paul A. Witty, "Ten Yearly Studies of TV" (paper read at the Meeting of the American Association for the Advancement of Science, Chicago, Illinois, December 29, 1959), pp. 3-4.

TABLE V

CHILDREN'S FAVORITE MOVIE TYPES AS REPORTED IN VARIOUS STUDIES

Year reported	Investigator(s)	Number in sample	Location of sample	Grade level(s) of sample	Movie choices*	
					Boys	Girls
1929	Alice Mitchell	10,052	Chicago, Illinois	Elementary and high school	Westerns	Romances
1930	T. E. Sullenger	3,295	Omaha, Nebraska	High school	Mysteries, love stories, westerns	
1931	London Times Educational Supplement	1,439	Birmingham, England	Children between ages of eight and fourteen	Comedies, adventures, detective; female preference for love stories mentioned	
1935	Edgar Dale	20,000	Columbus, Ohio	Elementary and high school	Mysteries, war stories, comedies	Mysteries, love stories, comedies
1940	Marion Edman	487	Minnesota	Sixth, ninth, and twelfth	Action programs	Love stories

TABLE V (continued)

Year reported	Investigator(s)	Number of sample	Location of sample	Grade level(s) of sample	Movie choices[a] Boys	Girls
1941	Paul Witty, Sol Garfield, and William Brink	1,687	Chicago, Illinois	High school	White chose comedies, mysteries, westerns; Negro, mysteries, gangster, comedies	White chose comedies, love stories, mysteries; Negro, love stories, mysteries, comedies
1945	U. H. Fleege	2,000		High school	Younger boys, crime stories; older boys, love stories	

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[a] Reports not giving sex differential are indicated by words typed across the spaces assigned to "boys" and "girls" without regard to alignment in the two columns so indicated.

TABLE VI

CHILDREN'S FAVORITE TYPES OF RADIO PROGRAM AS REPORTED IN VARIOUS STUDIES

Year reported	Investigator(s)	Number in sample	Location of sample	Grade level(s) of sample	Radio choices*	
					Boys	Girls
1934	Keith Tyler	700	Oakland, California	Seventh, ninth, and eleventh	Sports, comedies	Dramatic shows
1934	Ralph Rouse	1,000	Belleville, New Jersey	High school	Humorous programs, adventures	Romances
1936	A. L. Eisenberg	3,345	New York City	Sixth	Adventures	Romances, music
1939	J. J. DeBoer	1,000	Chicago, Illinois	Elementary	Action and suspense programs; those with juvenile characters; comedies	
1939	C. M. Morgan and Hester Straker	735	Vigo County, Indiana	Third through twelfth	Comedies; plays; dance music	
1940	John Hockett and George Fick	379	Berkeley, California	Seventh	Adventures; varieties	Varieties; dramatic shows
1940	United Parent Association	60,000	21 cities	Kindergarten through ninth	Adventures and mysteries	

TABLE VI (continued)

Year reported	Investigator(s)	Number in sample	Location of sample	Grade level(s) of sample	Radio choices[a] Boys	Girls
1940	Weston Clark	505	Washington, D. C. and Virginia	Fourth through high school	Comedies and varieties	Dramatic shows
1941	Paul A. Witty, Sol Garfield, and William Brink	1,687	Chicago, Illinois	High school	Dramatic shows; music	
1951	E. A. Ricciuti	3,125	Indiana	High school	Comedies, varieties, crime programs, and dramatic shows	
1952	P. I. Lyness	1,418	Des Moines, Iowa	Third, fifth, seventh, ninth, and eleventh	Shows with violence and adventure	Love stories

[a] Reports not giving sex differential or reports in which differential was not significant are indicated by words typed across the spaces assigned to "boys" and "girls" without regard to alignment in the two columns so indicated.

TABLE VII

CHILDREN'S FAVORITE TYPES OF TELEVISION PROGRAMS AS REPORTED IN VARIOUS STUDIES

Year reported	Investigator(s)	Number in sample	Location of sample	Grade level(s) of sample	TV program choices
1951	Phillip Lewis	500	Chicago, Illinois	High school	Varieties, music, dramatic shows, sports
1952	Galen Besco	223	Columbus, Ohio	Tenth, eleventh, and twelfth	Varieties, music, dramatic shows, mysteries, sports
1953	Donald Tarbet	1,500	Missouri	Ninth	Dramatic shows, varieties, sports, news and current events
1954	G. R. Weathers	1,964	South Bend, Indiana	Third, sixth, and eighth	Mysteries and crime programs, varieties, dramatic shows
1958	Nuffield Foundation	4,500	Five cities in England	Children ages ten through fourteen	Thrillers
1960	Alex F. Perrodin	352	Athens, Georgia	Fourth through seventh	Adventures, westerns, comedies, musicals

such as *Milton Berle*, *Arthur Godfrey*, and news programs.[78] Since *Howdy Doody* is still being offered in 1960, one might suspect that it has major appeal mainly for the pre-school set. Although there is not a great amount of investigation into disliked programs *per se*, it must be recognized that disfavored offerings are obliquely reported through those programs which are identified as favorites by only a few children or none at all. The omissions can be as significant as the inclusions in favorite offering listings and should be considered in any attempt to draw conclusions regarding the offerings which are most attractive to children.

In summary, the studies of program favorites reveal that those which are most appealing to youth are those which have one or more of the following as the main fiber: action (westerns, adventures, and mysteries), romance, comedy, drama, variety, music, and sports. A pattern is seen in the progressive shift from action to romance, drama, and music as the children move through the grades and on through high school. As the producers' awareness of the commercial value of continually attracting pre-adult interests slightly modifies offerings from year to year, changes in specific choices are seen; but in general the main pattern is stable. Educational and cultural type programs are noticeably absent from the lists of favorites either because they are too few in number or fail to appeal to the general interests of children.

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[78] Paul A. Witty, "Children's Reactions to TV - a Fourth Report," *Elementary English*, XXX (November, 1953), 448; "Children and TV - A Fifth Report," *Elementary English*, XXXI (October, 1954), 354; "Children and TV - A Sixth Report," *Elementary English*, XXXII (November, 1955), 472; "Seventh Report on TV," *Elementary English*, XXXIII (December, 1956), 526.

As asserted by Sterner, a summary of the literature seems to indicate that the particular medium is not as important as the content of the offerings themselves in appealing to the children who use the media.[79] Since there is a parallelism to be noted in all of the media, there has been a definite need to determine the relative position of each as a satisfier of needs within the total media usage for gratification. The Northwestern University interest study once again, then, has partially contributed to clarification in this area. In addition to determining the current offerings which are esteemed and disrelished and the reasons for children assigning them to such ranks, the Northwestern University interest study revealed the use of movies and television to reinforce each other, rather than the use of each to satisfy isolated desires. It appears that radio now holds a unique position in that it is used almost entirely for pleasure afforded by popular music and recordings rather than the satisfactions derived in pre-television days.[80] Whether children's use of radio for music is the cause for or the result of radio programming today is problematical.

Studies in the Associations between Mass Media and Schoolwork

Compared to the amount of inquiry into the time devoted to and the appeal of mass media, investigation into the relationships between media usage and schoolwork has been slight. A review of such studies shows that the evidence is far from conclusive and in need of further corroboration.

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[79] Sterner, op. cit., p. 62.

[80] Witty and others, op. cit., pp. 48-55.

Movies. Pertinent movie explorations centered primarily in the group of independent pursuits which were financed by the Payne Fund over a period of four years which began in 1929. Among the Payne Studies, as they have come to be known, were three that pertained to facets of schoolwork. George D. Stoddard and P. W. Holaday examined 3,000 Iowa children and concluded that informational retention from movies was high. The second and third grade pupils retained about 60 per cent of the material viewed, total content being that which adults were found to retain. With adult retention considered as 100 per cent, ninth and tenth grade pupils retained 90 per cent of the material.[81] Frank Shuttleworth and Mark A. May surveyed the Eastern school records of 102 children who attended the films four to five times a week and 101 who attended twice a month. They discovered that the more frequent movie-goers averaged lower department grades and performed more poorly in their school subjects than did the less frequent movie-attenders.[82] Similar evidence was contributed by Paul G. Cressey and Frederick Thrasher from their study of 949 New York boys, one quarter of whom were retarded and one quarter of whom were accelerated in school. The movie-going group of this entire sample contained nearly twice as many retarded boys and half as many accelerated boys as did the non-movie-going group.[83] Though not an investigator in the Payne projects, William Lewin made an interesting report in 1934, a year after the Payne Studies were summarized and published. With regard to the National Council of Teachers of English's study of the motion picture habits of 14,000 American high school pupils in 68 groups equally distributed about the country, Lewin reported that about 72 per cent of the students prepared a theme from their once-a-week movie exposure.[84]

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[81] W. W. Charters, Motion Pictures and Youth (New York: The MacMillan Company, 1933), p. 154.

[82] Ibid., p. 297.

Radio. About the only significant study in the area of radio and its associations with schoolwork was conducted by Adele Mitchell in 1948. After studying the silent reading achievement of ninety-one sixth grade pupils in Carlisle, Pennsylvania, Mitchell reported that, in general, achievement was adversely affected by a variety of radio programs. She also found that in children with intelligence quotients above 100 significant silent reading gains were made during musical radio programs.[85]

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[83] Ibid., p. 134.

[84] William Lewin, "Moving Picture Habits of High School Students," School and Society, XXXIX (March 17, 1934), 339.

[85] Adele Mitchell, "The Effect of Radio Programs on Silent Reading Achievement of Ninety-One Sixth Grade Students," Journal of Educational Research, XLII (February, 1949), 470.

Television. The attempts to establish the associations between schoolwork and television have been more numerous than those in radio. A 1950 editorial asserted that in Roselle, New Jersey, grades of pupils who watched television regularly dropped 15 per cent.[86] In 1951, Lewis compared the grades of a sample of 500 Chicago, Illinois, high school pupils before and after televiewing became one of their leisure time pursuits and found that their grades had declined five per cent.[87] Tarbet's two studies contributed information on the other side of the scale. In 1953, he reported that televiewers received better grades than non-viewers on current events tests;[88] in 1956, he concluded that an average of 20 hours a week spent in televiewing did not have a harmful effect on school marks.[89] Fifteen per cent of the 232 Stamford, Connecticut, junior high school pupils questioned by John Gould in 1950 felt that their homework was suffering because of television,[90] while 81 per cent of the children in Battin's study said that television was not in conflict with their homework requirements and 49.4 per cent claimed that television helped them with their school subjects.[91] In studying 456 San Leandro, California, sixth and seventh graders, Lloyd Scott reported in 1956 that of his subjects those televiewing from zero to ten hours per week did better in reading and arithmetic than did those who televiewed from 22.25 to 69.25 hours per week, but that the two groups exhibited no difference in spelling and language achievement.[92] From the state of Texas in 1950, Ira Cain, reporting on a sample of 144 junior and senior high school students, concluded that 60 per cent of the pupils who had television improved their grades over the previous academic year;[93] and more positive evidence on the effect of television on schoolwork is to be found in the 1954 finding of Jack Greenstein that of sixty-seven Chicago elementary pupils school marks were high for those children who watched television.[94]

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[86] "TV - Enemy of Education," *Senior Scholastic*, LVII (September, 1950), 20.

[87] Phillip Lewis, "TV's Impact on Teen-Agers," *Phi Delta Kappan*, XXXIII (November, 1951), 118.

[88] Tarbet, "TV Watching Help or Hindrance?" *op. cit.*, p. 490.

[89] Tarbet, "The Televiewing Habits of Pupils," *loc. cit.*

[90] John Gould, "Pupils' Time Spent at TV Rivals Hours in Classes," *The New York Times*, March 1, 1950, 2.

Once more, the Northwestern University interest study gives the most recent results of inquiry into the associations of mass media usage and schoolwork. Witty and others reported in 1960 that children in the youngest group watched more television while doing homework than did those in older groups, but that children in the older groups reported more studying with the radio playing than did the children in the youngest group. With regard to those reporting that mass media were helpful to them in school, all groups felt that the most assistance came from television.[95]

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[91] Battin, *op. cit.*, pp. 10, 12.

[92] Lloyd Scott, "Television and School Achievement," *Phi Delta Kappan*, XXXVIII (October, 1956), 26.

[93] Ira Cain, "TV Lifts Students' Grades in Texas," *Advertising Age*, XXI (March 20, 1950), 128.

[94] Jack Greenstein, "Effects of Television Upon Elementary School Grades," *Journal of Educational Research*, XLVIII (November, 1954), 176.

Studies in the Amount and Direction of Adult Guidance Given to Children in Their Use of Mass Media

Considering the almost six decades of concern expressed both formally and informally over children's use of mass media, it is surprising that so few formal studies have attempted to assess the amount and direction of adult guidance given to children in their use of the media. Though the significant studies cover a span of more than thirty years, a comprehensive review of the literature shows them to be few in number.

Movies. Studying 10,052 Chicago, Illinois, elementary and high school pupils in 1929, Alice Mitchell found that only 1.6 per cent of her subjects mentioned that parental aid was given them in selecting the motion pictures which they would view.[96] Adult guidance is subtly implied in Lewin's 1934 finding that about 70 per cent of the pupils in his study discussed with their parents the photoplays which they had seen.[97]

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[95] Witty and others, *op. cit.*, pp. 56-57.

[96] Alice Mitchell, *op. cit.*, p. 105.

[97] Lewin, *loc. cit.*

Radio. The concern for radio usage was not matched by adequate adult supervision, if the findings of two investigations in the 1930's are considered together. In 1936, H. P. Longstaff, in a study of 119 Minnesota mothers' opinions of children's radio listening, found that parents disliked the excitement type of program preferred by children.[98] Yet, three years later Morgan and Streicer determined that better than four-fifths of their young subjects stated that they were allowed to choose their own programs.[99]

Television. Witty, the leading investigator in the area of television, reported in 1951 that in a typical cross-section of high school pupils in the Chicago area only 30 per cent of them indicated that a schedule for televiewing had been devised by them or agreed upon after a conference with their parents.[100] The next year he reported: "Although forty-six per cent of the parents stated that they guided their children's choices of television programs, only twenty-five per cent of the children reported that direction was received at home. . . ."[101]

Once again, the Northwestern University interest study affords the latest information on adult guidance given in children's use of mass media. Of the parents questioned by Witty and others, 76 per cent said they helped their children to choose mass media offerings and 78 per cent said they limited the time which their children could give to movies, radio, and television. Of the teachers questioned, only 12 per cent said that television had caused them to modify their subject matter presentations, but 73 per cent said that they recommended mass media offerings for their pupils to see or hear.[102]

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[98] H. P. Longstaff, "Preliminary Results of a Study of Mothers' Opinions of Children's Radio Programs," _Journal of Applied Psychology_, XX (April, 1936), 218.

[99] Morgan and Streicer, _loc. cit._

[100] Witty, "TV and the Educative Process," _op. cit._, p. 371.

[101] Witty, "Two Studies of Children's Interest in TV," _op. cit._, p. 256.

Summary of Studies Indirectly Related to the Present Problem

The physical and economical accessibility of mass media to almost every child across the land combined with the universal appeal of movies, radio, and television has increased the need for directing the use of mass media by children for the greatest possible educational benefits. Research has confirmed the devotion of time, identified the nature of appeal, probed the relations with schoolwork, and assessed the sufficiency of adult guidance with regard to the central tendencies of associations between mass media and children. The future need for similar investigations will depend, in part, on the sociological framework within which children will live and develop; but, for the present, the Northwestern University interest study[103] affords a comprehensive basis within its scope for understanding the associations between mass media and the typical or average American child.

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[102] Witty and others, _op_. _cit_., p. 86.

[103] Witty and others, _op_. _cit_.

II. STUDIES DIRECTLY RELATED TO THE PRESENT PROBLEM

The attribute of adequacy cannot be ascribed to the research which is directly related to the present problem, research which has dealt with associations between mass media and the deviates from the typical or average child. There is almost a complete lack of structured inquiry into the mass media activities of extreme educational achievement groups and extreme mental ability groups, these deviates from the "average" groups being the subjects of the present investigation. The literature which will next be reviewed is more directly related in design to the present investigation than that which has previously been presented. However, of the studies to be discussed, none are identical in design to the present investigation.

Amount and distribution of time given to mass media. A comprehensive review of the literature yields few significant investigations into the total time given to mass media by extreme groups and none into the apportionment of that time or its magnitude in relation to other leisure time pursuits.

In 1935, C. R. Harrington compared the radio listening habits of seventy-two National Honor Society pupils of the Newton, Massachusetts, high school with the radio listening habits of 760 Newton high school pupils who were not members of the National Honor Society. The Honor

Society group was found to listen to the radio 3.3 hours daily; the non-Honor Society group, 4.6 hours daily.[104] In 1948, Florence Heisler, in evaluating movie-going and non-movie-going children, reported that no significant difference in mental age existed between the two groups.[105] After summarizing the questionnaires of his first study and correlating the obtained data with their intelligence quotients and academic attainment, in 1951 Witty reported that in his sample, intelligence was unrelated to the amount of time spent in televiewing but that excessive viewing seemed to be associated with somewhat lower academic attainment.[106]

The appeal of mass media for children. As with the amount and distribution of time given to mass media, there is an obvious lack of inquiry into the media appeal to extreme educational achievement and mental ability groups within the whole population. Again, a comprehensive review of the literature yields few such significant investigations.

Two radio studies, one by Tyler in 1933 and one by A. L. Eisenberg in 1936 were somewhat contradictory in their findings. Tyler reported that intelligence made little difference in appealing choices;[107] Eisenberg, in an investigation of 3,345 sixth grade pupils in New York City, found that high intelligence was associated with more listening to programs with some educational content.[108] In 1940, Weston Clark reported from a survey of 505 Washington, D. C. and Virginia fourth through twelfth grade pupils that comedy and variety type radio programs were chosen more often by those with intelligence quotients between 90 and 109.[109] Though Harrington did not deal directly with groups of extreme educational achievement, his findings are interesting. Questioning high school pupils enrolled in the college preparatory curriculum and in the non-college preparatory curriculum, he found there was no difference in their lists of first ten programs listened to regularly.[110]

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[104] Charles E. Herrington, "Radio Effect on Home Study," Journal of Education, CXVIII (May, 1935), 273.

[105] Florence Heisler, "Comparison of the Movie and Non-Movie Goers of the Elementary School," Journal of Educational Research, XLI (March, 1948), 545.

[106] Witty, "Interest in TV and Success in School," op. cit., p. 208.

Associations between mass media and schoolwork. Harrington's study seems to be the only research which has probed the associations of mass media and the schoolwork of groups considered other than total or "average." Along with determining the mean hours devoted to radio listening among his subjects, Harrington also found that 34 per cent of the Honor Society students studied with the radio on while 44 per cent of the non-Honor Society students followed this practice.[111]

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[107] Tyler, loc. cit.

[108] A. L. Eisenberg, Children and Radio Programs (New York: Columbia University Press, 1936), p. 77.

[109] Weston Clark, "Radio Listening Habits of Children," Journal of Social Psychology, XII (August, 1940), 131.

[110] Harrington, loc. cit.

[111] Ibid.

Adult guidance given to children in their use of mass media. A comprehensive review of the literature reveals no significant, structured inquiry into the amount and direction of adult guidance given to groups of children at the extremes in their educational attainment and intelligence. This is to be regretted, for perhaps the quality and quantity of supervision needed by children in such groups varies with the group characteristics. Such investigation, in part, could approach the need to individualize guidance, the need for which is implied by the Foundation for Character Education:

> . . . the impact of television programs upon any particular child is as much a function of what the child is like before he sees the program as it is of the program itself. Any given program may be expected to have different effects upon different children, depending upon what they already know, what they are set to look for, what their strengths and weaknesses are. We may expect, then, that if and when research does provide us with more answers to questions about the effects of television on children, the answers will not be simple, and they will not apply to all children under all conditions.[112]

Summary of studies directly related to the present problem. It is apparent that studies which have inquired into the mass media activities of extreme educational achievement and extreme intelligence groups have been not only small in number but also meager in scope and largely inconclusive in their findings. Moreover, in the light of children's interrelated use of movies, radio, and television today, what little understanding they do contribute is lacking in the authority of recency which would make their findings helpful in the current utilization of mass media for educational purposes.

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[112] Foundation for Character Education, *Television for Children* (prepared in cooperation with the Boston University School of Education and published by T. O. Metcalf Company, 1954), p. 19.

CHAPTER III

PROCEDURES AND METHODS OF INVESTIGATION

In this chapter are presented an identification of the sample from which the extreme groups under study were derived, an explanation of the formulation of the extreme groups and a report on their characteristics, a description of how the data were collected, and an accounting of their organization and treatment.

I. THE SAMPLE

The sample of the present study consisted of those seventh and eighth grade pupils who, in 1958-59, resided in Cook County School District Number Sixty-eight, the boundaries of which encompassed approximately the northern one-third of Skokie, Illinois, and a minute section of Morton Grove, Illinois.

To understand the characteristics of the above-designated community, one has to appreciate the accelerated growth which many suburban communities have been experiencing as a result of population influx from the nearby city of Chicago. The development of Skokie, Illinois, into a metropolitan community was almost phenomenal in its rapidity. Paul A. Witty described Skokie as being ". . . a semi-rural community . . ." in 1952;[1] at the time of this study, District Number Sixty-eight was drawing its tax money from many residential bungalows and four-family cooperative units, scattered apartment buildings, several light industries, and the $20,000,000 shopping center of Old Orchard. In just six short years, the term "semi-rural" most definitely had to be discarded in characterizing Skokie, Illinois! If one would have been forced to categorize District Number Sixty-eight according to socio-economic status at the time of the study, one would have classified it as being in a community of upper-middle position with some spill over into lower-middle and lower-upper.

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[1] Paul A. Witty, "Children's Reactions to TV - A Fourth Report," Elementary English, XXX (November, 1953), 445.

In November, 1958, the original sample of 375 junior high school pupils were selected as the subjects to be tested. As the data were being collected, however, transfers from the school system in which the study was being conducted reduced the number of subjects. The final sample in January, 1959, consisted of 200 boys and 167 girls. Thus, the data presented herein are those taken from a sample of 367.

In January, 1959, the investigator, employing the Science Research Associates Primary Mental Abilities and the Iowa Test of Basic Skills, tested the 367 pupils to establish their intelligence quotients and levels of educational achievement, respectively. The scores on each test were organized into frequency distributions, intervals of three being used for the Science Research Associates Primary Mental Abilities scores and intervals of three-tenths being used for the Iowa Test of Basic Skills scores. Means and standard deviations were then computed separately for the 200 boys, the 167 girls, and then the total population of 367. The results, given in Table VIII, showed the final sample to be

TABLE VIII

THE LEVELS OF INTELLIGENCE AND EDUCATIONAL ACHIEVEMENT AMONG SKOKIE, ILLINOIS, JUNIOR HIGH SCHOOL PUPILS AS REVEALED BY MEASURES OF CENTRAL TENDENCY AND VARIABILITY

	Boys		Girls		Total	
	M	σ	M	σ	M	σ
Educational achievement[a]	8.56	1.10	8.66	0.99	8.61	1.05
Intelligence quotient	113.7	14.4	115.7	14.3	114.0	14.4

[a] Grade level.

considerably above 100 in the intelligence quotient and somewhat advanced in educational achievement according to the grade levels which the sample enjoyed at the time of testing.

To determine the representative character of the final sample, a check was made into the educational attainment and intelligence quotients of former junior high school populations in District Number Sixty-eight. Two years of records were available, the formalization of testing records in District Number Sixty-eight beginning in 1956-57 when a counselor from the Psycho-Educational Laboratory of Northwestern University was first employed.

In the spring of 1957, the eighth graders of the District were reported by the Niles Township High School Guidance Department to have a mean intelligence quotient of 114.2 with a standard deviation of 14.5 on the Terman-McNemar Intelligence Test. For eighth graders the following spring, a mean intelligence quotient of 117 and a standard deviation of 14.2 were reported by the same source. On the Science Research Associates Primary Mental Abilities given to the eighth grade pupils of the present study, a mean intelligence quotient of 114.9 and a standard deviation of 14.0 were obtained.

Records for the typical seventh grade intelligence levels and variability in District Number Sixty-eight were less abundant, only one figure being available for comparison. In January, 1958, the mean intelligence quotient of seventh graders on the Science Research Associates Primary Mental Abilities was 112, this figure being identical to the mean intelligence quotient obtained for the seventh graders of the present study a year later.

Similar evidence was collected for the educational achievement levels of the sample, educational attainment of former populations being recorded on the basis of results from the California Achievement Test. In the fall of 1956, the median percentile of the seventh grade was 63.5; of the eighth grade, 61.9. The following fall, the median percentile of the seventh grade was 61.2; of the eighth grade, 65.6. On the Iowa Test of Basic Skills, the eighth graders of the present study were found to have a median percentile of 65; the seventh graders, a median percentile of 77. In an attempt to evaluate the educational attainment of the seventh grade of the present study, a check into the history of this particular seventh grade was made. As sixth graders the year before, this class had a median percentile on the California Achievement Test of 73.1, so it was not out of the question to reflect that the true achievement of this class was closer to that of former seventh graders than was originally thought.

Though limited, then, the evidence suggested that in both intelligence and educational achievement the junior high school population of this study was representative of District Number Sixty-eight junior high school populations.

In summary, the 200 boys and 167 girls which comprised the junior high school sample on which the present study was made were from a rapidly growing Chicago suburb of approximately upper-middle socio-economic status. The level and variability of their intelligence and educational achievement seemed to be representative of the level and variability determined for former junior high school populations of the School District in which the study was conducted.

II. THE GROUPS STUDIED

Having determined the means and standard deviations of educational achievement levels and intelligence quotients among the boys, girls, and total of the sample, the groups to be studied were created. One sigma in the boys' intelligence scores was added to and subtracted from the mean intelligence quotient of the boys to determine the inclusive scores which would be considered within one sigma distance of the boys' mean intelligence quotient. An intelligence quotient greater than one sigma distance from the mean determined that a boy was considered in the "upper IQ group—boys," or the "lower IQ group—boys," the exact placement depending on whether his intelligence quotient was above or below the mean, respectively. Parallel procedures were employed for the intelligence quotients of the girls, the intelligence quotients for both the boys and girls as a total population, the educational achievement scores for the boys, the educational achievement scores for the girls, and the educational achievement scores for the boys and girls together. These procedures resulted in group sizes identified in Tables IX and X.

There being some correlation between intelligence and achievement, the investigator considered the possibility that only one variable—either intelligence or educational attainment—needed to be used in the study. An examination of the various groups to determine composition yielded the results given in Table XI. Although some common membership

TABLE IX

THE COMPOSITION OF EXTREME EDUCATIONAL ACHIEVEMENT GROUPS

	Upper group		Lower group	
	Scores	N	Scores	N
Boys	above 9.66	30	below 7.46	35
Girls	above 9.65	27	below 7.67	30
Total	above 9.66	57	below 7.56	61

TABLE I

THE COMPOSITION OF EXTREME INTELLIGENCE QUOTIENT GROUPS

	Upper group		Lower group	
	Scores	N	Scores	N
Boys	above 128.1	35	below 99.3	40
Girls	above 130.0	26	below 101.4	23
Total	above 128.4	57	below 99.6	55

TABLE XI

EXTENT OF IDENTICAL COMPOSITION OF INTELLIGENCE AND ACHIEVEMENT GROUPS

	Pupils who qualified simultaneously for					
	upper IQ and upper achievement groups			lower IQ and lower achievement groups		
	N	Per cent of IQ group	Per cent of achievement group	N	Per cent of IQ group	Per cent of achievement group
Boys	14	56	47	26	65	74
Girls	13	46	48	11	48	37
Total	28	49	49	34	62	56

was expected and revealed, the groups appeared to be discrete enough to warrant two separate inquiries, one using educational achievement as the variable and one using intelligence as the variable.

Since unequal availability of mass media could affect its use by the junior high school pupils of the study, and since "TV is clearly children's favorite leisure pursuit today. . . .",[2] an inquiry was made into the number of sets which the subjects in the various groups reported that they had in their homes. The results, given in Tables XII and XIII, were an interesting commentary on the socio-economic status of homes in School District Number Sixty-eight, but no statistically significant difference was found to exist between the number of sets in the homes of pupils in upper groups and the number of sets in the homes of pupils in lower groups.

Since all subjects of the study lived in the same area, it was speculated that motion pictures were available equally to all pupils of the study; and the findings of the Northwestern University interest study had already suggested the equal availability of radio to the junior high school pupils of Skokie, Illinois.[3]

The groups studied, then, were composed of junior high school pupils who had given evidence, on standardized tests, of extreme

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[2] Paul A. Witty and others, *Interests of Children and Youth*, contracted by the Office of Education, U. S. Department of Health, Education, and Welfare and by Northwestern University (Evanston, Illinois: Northwestern University, 1960), p. 18. (Mimeographed.)

[3] *Ibid.*, p. 94.

TABLE XII

AVAILABILITY OF TELEVISION AMONG IQ GROUPS AS REFLECTED BY NUMBER OF SETS IN PUPILS' HOMES

	Number of sets						Significance	
	0	1	2	3	4	5	df	x^2
Upper boys	0	9	12	3	1	0	1	0.00313
Lower boys	0	13	17	7	2	1		
Upper girls	0	9	13	4	1	1	1	0.00356
Lower girls	1	4	12	5	1	0		
Upper total*	0	19	28	7	2	1	2	1.174
Lower total	0	15	26	11	2	1		

*One reported having a colored set.

TABLE XIII

AVAILABILITY OF TELEVISION AMONG ACHIEVEMENT GROUPS AS REFLECTED BY NUMBER OF SETS IN PUPILS' HOMES

	Number of sets						Significance	
	0	1	2	3	4	5	df	x^2
Upper boys	0	11	12	6	1	0	2	0.244
Lower boys[a]	0	13	12	8	1	1		
Upper girls	0	14	8	4	0	1	2	5.513
Lower girls	0	7	17	4	2	0		
Upper total	0	25	20	10	1	1	2	1.535
Lower total	0	20	26	11	3	1		

[a] One reported having a colored set.

intelligence and extreme educational attainment. The degree of overlapping between composition of upper groups and between composition of lower groups supported the desirability of continuing the investigation on the basis of two variables--intelligence and educational achievement--independently. Availability of mass media among the groups was ruled out as a variable.

III. THE SECURING OF DATA

Having identified the pupils who would make up the extreme mental ability groups and the extreme educational achievement groups, data on their mass media activities were collected through the questionnaire technique. Beginning in January, 1959, the junior high school pupils of School District Number Sixty-eight, Skokie, Illinois, were requested to complete the Interest Inventory Record, Form I, Part 2.

Since the Northwestern University interest study adequately reports the development of the Interest Inventory Record,[4] suffice it to say here that the investigator assisted in its construction and places the Interest Inventory Record, Form I, Part 2 in the Appendix for scrutiny if desired.

IV. ORGANIZATION AND TREATMENT OF THE DATA

As a first step in organizing the data, questions on the Interest Inventory Record, Form I, Part 2 were grouped according to their relevancy to the four areas of mass media activity which had already been formulated as the specific categories of activity into which inquiry would be made. Information on the amount and distribution of time devoted to mass media was thought to be found in the responses to questions two, five, eight, twelve, sixteen, seventeen, eighteen, twenty-eight, and twenty-nine; information on appeal of mass media, in the responses to questions three, four, six, seven, nine, ten, eleven, twenty-six, and twenty-seven; information on associations of mass media and schoolwork, in the responses to questions nineteen, twenty, twenty-one, twenty-four, and twenty-five; and information on the adult guidance given in the use of mass media, in the responses to questions thirteen, fourteen, fifteen, and twenty-two.

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[4] _Ibid._, pp. 14-15.

Responses to the questions were then tabulated for each of the twelve groups already created: upper achievers--boys; lower achievers--boys; upper achievers--girls; lower achievers--girls; upper achievers--total; lower achievers--total; upper mental ability--boys; lower mental ability--boys; upper mental ability--girls; lower mental ability--girls; upper mental ability--total; and lower mental ability--total. Unweighted tabulation was employed for all questions which did not call for a stating of preference. On those questions which asked for or implied a stating of preference, a weighting technique was used in the tabulation. For example, in response to the question asking for favorite television programs, the first program named was assigned a value of three points for purposes of subsequent statistical analysis; the second program named, a value of two points; and the third program, a value of one point.

The data assembled, comparison of the responses of matching upper and lower groups was then begun—that is, for example, on each question the responses of upper achievers—boys were compared with those of lower achievers—boys. For numerical data coming from those responses which indicated time given to mass media, the "t" formula was applied to determine whether or not a true difference in mean times existed. For data of other nature, responses were grouped so that the chi square formula could be applied to determine whether or not the differing reports were indicative of a real difference in activity, opinion, or evaluation, real difference being defined as a statistically significant difference. Thus, on the basis of statistical inference similarities or differences between matching upper and lower groups were established.

The following four chapters present the data and findings on the extreme groups within each of the four areas investigated by the present study—the amount and distribution of time given to mass media, the appeal of mass media, the associations between the use of mass media and schoolwork, and the adult guidance given in the use of mass media.

CHAPTER IV

AMOUNT AND DISTRIBUTION OF TIME GIVEN TO MASS MEDIA

In phrasing the question, "Did the time which extreme groups devoted to movies, radio, and television vary?", the term "time" was understood to have three aspects. These were: (1) the total time given to mass media; (2) the apportionment of total time throughout the day and week; and (3) the time given to mass media in relation to other leisure time activities.

I. TOTAL TIME GIVEN TO MASS MEDIA

Since, as has already been pointed out, junior high school pupils possibly have the greatest amount of leisure time to devote to activities of an educational and enriching nature, and since the total time given to mass media determines in part the time which is available for such pursuits, an assessment of the total time given to mass media was the beginning point for determining the opportunity for enlarging the scope of worthwhile leisure time endeavors.

Television

The present study reveals that of the three media, television was by far the most popular in both the upper and lower achievement groups and in both the upper and lower mental ability groups, total time given the medium being the criterion for such a conclusion. However, differences in the total time given by the extreme groups were clearly in evidence.

Achievement groups. Table XIV gives the mean televiewing hours reported by the various achievement groups and reveals that the total lower achievement group reported televiewing better than five and one-half hours per week more than did the total upper achievement group. The lower group reported 25.03 hours per week; the upper, 19.33.

The reported differences of lower groups televiewing more than upper groups were statistically significant not only for the total groups, but also for the boys and the girls separately, although the girls reported less total hours spent in televiewing than did the boys. The least number of weekly hours were reported by the upper girls—a mean of 16.63; the greatest number, by the lower boys—a mean of 27.88.

Mental ability groups. Findings similar to those of the achievement groups were obtained for the mental ability groups, as can be seen in Table XV, although with mental ability as the variable the greater amount of mean time reported by the lower boys failed to be statistically different from the lesser mean reported by the upper boys. Also, sex differences were minimized, the girls reporting both the greatest and the least number of mean hours, lower and upper, respectively.

Radio

According to the reported times of mass media usage, radio was the second most popular of the three media investigated in the present study. Since it was fairly reasonable to assume that television and radio were equally accessible to the subjects of the study, inquiry was made to discover why television was overwhelmingly the medium of choice

TABLE XIV

STATISTICALLY SIGNIFICANT LEVELS OF CONFIDENCE IN DIFFERENCES BETWEEN MEAN TELEVIEWING HOURS PER WEEK OF ACHIEVEMENT GROUPS

	Per cent return	Mean televiewing hours weekly	Significant level of confidence*
Upper boys	100	21.68	1%
Lower boys	74	27.88	
Upper girls	96	16.63	1%
Lower girls	97	24.24	
Upper total	98	19.33	1%
Lower total	97	25.03	

*Figures in this column indicate the level beyond which one could be confident that, according to the criterion used in the present study, a statistically significant difference between means existed.

TABLE XV

STATISTICALLY SIGNIFICANT LEVELS OF CONFIDENCE IN DIFFERENCES BETWEEN MEAN TELEVIEWING HOURS PER WEEK OF MENTAL ABILITY GROUPS

	Per cent return	Mean televiewing hours weekly	Significant level of confidence*
Upper boys	96	21.57	--
Lower boys	88	24.99	
Upper girls	100	18.58	5%
Lower girls	91	25.00	
Upper total	98	19.77	1%
Lower total	89	25.32	

*Figures in this column indicate the level beyond which one could be confident that, according to the criterion used in the present study, a statistically significant difference between means existed.

in the mass media activity indulged in in the home.

Responses to Question Twenty-eight on the Interest Inventory Record, Form I, Part 2, revealed, undeniably, that the visual quality of television was a factor in its successful domination over radio. Tables XVI and XVII provide the data which give basis for such a conclusion. No statistically significant differences were found to exist in the per cent of responses of upper and lower groups.

The lower groups consistently reported more total time spent in radio listening than did the upper groups, although statistically significant differences were less abundant and striking.

Achievement groups. The mean hours reported as being spent in radio listening by the various achievement groups are given in Table XVIII. While the difference between 1.07 hours per day for the upper group and the 1.54 hours per day for the lower group was not statistically significant, one might speculate that a greater per cent of return might have yielded a significant difference. The failure to obtain statistically significant differences in weekly totals was possibly due to the discrepancy in reporting by the subjects, for obviously 1.54 times seven is more than 8.94.

While there was little difference in the mean radio listening hours reported by the groups of boys, the lower girls reported a mean of almost twice as much radio listening per day as did the upper girls. The least number of daily hours were reported by the upper boys—a mean of 1.01; the greatest number, by the lower girls—a mean of 2.06.

TABLE XVI

REASONS GIVEN BY ACHIEVEMENT GROUPS FOR PREFERRING TELEVISION TO RADIO

	Per cent return	Per cent of return who preferred television to radio	Per cent of those who preferred television because of	
			visual quality	reasons other than visual
Upper boys	74	87	75	25
Lower boys	77	100	96	4
Upper girls	89	79	84	16
Lower girls	90	44	75	25
Upper total	81	85	79	21
Lower total	84	78	90	10

TABLE XVII

REASONS GIVEN BY MENTAL ABILITY GROUPS FOR PREFERRING TELEVISION TO RADIO

	Per cent return	Per cent of return who preferred television to radio	Per cent of those who preferred television because of	
			visual quality	reasons other than visual
Upper boys	96	75	94	6
Lower boys	85	76	92	8
Upper girls	96	74	85	15
Lower girls	83	53	90	10
Upper total	96	73	90	10
Lower total	87	69	91	9

TABLE XVIII

STATISTICALLY SIGNIFICANT LEVELS OF CONFIDENCE IN DIFFERENCES BETWEEN MEAN RADIO LISTENING HOURS OF ACHIEVEMENT GROUPS

	Per cent return	Mean listening hours		Significant level of confidence*	
		Per day	Per week	Per day	Per week
Upper boys	97	1.01	7.28	—	—
Lower boys	74	1.12	6.21		
Upper girls	100	1.14	7.55	2%	—
Lower girls	93	2.06	12.48		
Upper total	98	1.07	7.40	—	—
Lower total	80	1.54	8.94		

*Figures in these columns indicate the level beyond which one could be confident that, according to the criterion used in the present study, a statistically significant difference between means existed.

__Mental ability groups.__ Table XIX gives the mean times devoted to radio listening, as reported by the various groups of mental ability. Here again we find that the lower groups reported the greater amount of radio listening, that the lower girls reported listening almost twice as much as the upper girls, and that the upper boys reported listening the least while the lower girls reported listening the most.

__Movies__

In the present study, movies were found to be the least popular of the mass media, once again total time given to the medium deciding the relative popularity. Care should be taken, however, in assuming from this statistic that movies ran a poor third when put in competition with television and radio. Responses to the request to give the order of choice in their media preferences revealed that, except for the lower boys in achievement who ranked movies first, television second, and radio third, all groups preferred movies to radio. The computed weighted totals representing relative popularity of the three media are given in Tables XX and XXI.

An explanation of the discrepancy between stated media preference and the total time given to movies may lie in one of three considerations or in their combination. The act of "watching movies" may have meant different things to different subjects, for "movies" do appear on television and these may or may not have entered into their concepts. The economic inability to view movies in commercial theatres as often as desired could have been a contributing factor, as could have been

TABLE XIX

STATISTICALLY SIGNIFICANT LEVELS OF CONFIDENCE IN DIFFERENCES BETWEEN MEAN RADIO LISTENING HOURS OF MENTAL ABILITY GROUPS

	Per cent return	Mean listening hours		Significant level of confidence[*]	
		Per day	Per week	Per day	Per week
Upper boys	88	0.85	6.31	—	—
Lower boys	80	1.16	7.37		
Upper girls	93	1.13	7.04	2%	—
Lower girls	96	2.11	11.95		
Upper total	91	1.01	6.62	5%	—
Lower total	84	1.39	8.33		

[*] Figures in these columns indicate the level beyond which one could be confident that, according to the criterion used in the present study, a statistically significant difference between means existed.

TABLE XX

RELATIVE POPULARITY OF MASS MEDIA IN ACHIEVEMENT GROUPS

	Per cent return	Total weighted points for		
		Television	Radio	Movies
Upper boys	97	65	46	53
Lower boys	86	70	35	75
Upper girls	89	63	33	48
Lower girls	90	67	41	54
Upper total	93	128	79	101
Lower total	84	124	66	116

TABLE XXI

RELATIVE POPULARITY OF MASS MEDIA IN MENTAL ABILITY GROUPS

	Per cent return	Total weighted points for		
		Television	Radio	Movies
Upper boys	100	66	34	50
Lower boys	92	89	47	86
Upper girls	93	68	34	54
Lower girls	87	49	32	39
Upper total	96	144	75	111
Lower total	94	126	69	117

the lack of accessibility. These last two possibilities were suggested to the investigator by the responses to the question on the Interest Inventory Record, Form I, Part 2 that asked how often the pupil went to the movies. Some said such as, "When I can get a ride," "When someone can take me," and "When I have the money."

The relative popularity of movies as determined by total time given to them did not alter the trends discovered in the usage of the other two media, for in movie attendance it was again found that lower achievement groups and lower mental ability groups reported that they turned to the medium more often than did their peers in the upper groups. In evaluating the movie attendance of the various groups, data on which are presented in Tables XXII and XXIII, it should be remembered that these data were recorded in number of times that subjects of the study attended the movies, not in hours devoted to movie attendance.

Achievement groups. A glance at Table XXII reveals that the lower achievement group reported attending the movies a bit more than twice a month, while the upper achievement group reported attending somewhat more than just once a month, the same pattern being reported by both boys and girls. The lower girls indicated that they attended the most—a mean of 2.23 times per month; the upper boys, the least—a mean of 1.23 times per month.

Mental ability groups. Table XXIII shows that the various mental ability groups approximately paralleled the comparable achievement groups in their reporting of the mean number of trips to the movie

TABLE XXII

STATISTICALLY SIGNIFICANT LEVELS OF CONFIDENCE IN DIFFERENCES BETWEEN MEAN MOVIE ATTENDANCE PER MONTH BY ACHIEVEMENT GROUPS

	Per cent return	Mean number of times movies attended per month	Significant level of confidence*
Upper boys	97	1.23	1.0%
Lower boys	83	2.22	
Upper girls	100	1.29	0.1%
Lower girls	93	2.23	
Upper total	98	1.26	0.1%
Lower total	88	2.12	

*Figures in this column indicate the level beyond which one could be confident that, according to the criterion used in the present study, a statistically significant difference between means existed.

TABLE XXIII

STATISTICALLY SIGNIFICANT LEVELS OF CONFIDENCE IN DIFFERENCES BETWEEN MEAN MOVIE ATTENDANCE PER MONTH BY MENTAL ABILITY GROUPS

	Per cent return	Mean number of times movies attended per month	Significant level of confidence*
Upper boys	96	1.34	2.0%
Lower boys	83	2.13	
Upper girls	93	1.38	—
Lower girls	95	1.86	
Upper total	93	1.33	0.1%
Lower total	85	2.09	

*Figures in this column indicate the level beyond which one could be confident that, according to the criterion used in the present study, a statistically significant difference between means existed.

theatre, the significant exception to this being the lesser amount of attendance reported by the lower girls. No statistical difference in the mean amounts of attendance was found to exist between the reports of the two groups of girls; the lower boys claimed to have attended the movies most often of all the groups.

Summary of Findings on Total Time Given to Mass Media

If the amount of time given to mass media can be considered a gauge of the leisure time at the disposal of the junior high school subjects of the present study, it appears that they have considerable time to indulge in leisure time pursuits. Considering one movie attendance as requiring three hours of time (and it will hereafter be so considered), the total hours given weekly to mass media were computed for each of the total groups by adding the mean hours reported as being given by the groups to each medium. The total hours per week were found to be:

	Achievement group	Mental ability group
Upper total	27.27	27.28
Lower total	35.38	35.04

The comparison of relative amounts of time given among the three media suggested that radio was more successful than were movies in competing with television for the interests of the investigation's junior high school pupils. The upper achievement and upper mental ability groups reported devoting approximately nineteen times as many hours to television as they did to movies; almost three times as many hours to television as they did to radio. The lower achievement and the lower mental ability groups reported devoting approximately twenty-five times as many hours to television as they did to movies; about three times as many hours to television as they did to radio. The difficulty in assessing movie popularity, however, should be recalled in evaluating these statements. From the above, it appeared that television was relatively even more popular with the lower groups than it was with the upper, once again total time being the criterion for such a suggestion.

Achievement groups. A statistically significant difference in the time given to television and to movies among the achievement groups, boys and girls together, was found to exist, the lower group in each instance reporting the greater amount of time. This same pattern also was found in the achievement groups' radio listening time when the total groups were considered, but a statistically significant difference between these two times was not obtained.

Comparing the mean televiewing time of upper achievement girls with that of the lower achievement girls, statistically significant differences were found to exist in the total times devoted to each of the three media, the lower group giving the greater amount of time in each instance. Similar findings were obtained by testing the mean televiewing time of the upper achievement boys with that of the lower achievement boys in the areas of television and movies. No statistically significant difference was found to exist in the boys' times devoted to radio listening.

Of the four groups--upper and lower boys and upper and lower girls--the upper girls reported spending the least amount of time on mass media usage; the lower girls, the most. The relative amount of time spent by boys and girls among the various mass media gives insight, perhaps, on the stages of development being experienced by the sexes at the junior high school level. From Table XXIV interesting observations can be made. With achievement as the constant, little variation in movie usage seemed to have existed between the sexes, but there appeared to have been a dissimilarity in the relative popularity of television and radio, radio capturing a greater proportion of the girls' time than of the boys'. The greatest contrast in Table XXIV is to be seen between the televiewing times of the lower boys and the upper girls, the lower boys reporting the giving of on the average of better than one and one-half hours per day more to television than did the upper girls.

Mental ability groups. A statistically significant difference in the time given to all three media was found to exist between the upper and lower mental ability groups, the lower group consistently reporting the devotion of greater mean amounts of time. Similar findings were obtained between the boys' groups with respect to movies and between the girls' groups with respect to television and radio. Although the remaining three sets of possible comparisons--the boys' groups with respect to television and radio, and the girls' groups with respect to movies--failed to be statistically significant in their differences, it should be noted that in each case the greater amounts of time were reported by the lower group respectively.

TABLE XXIV

MEAN HOURS WEEKLY GIVEN TO MASS MEDIA BY ACHIEVEMENT GROUPS

	Mean hours spent in		
	Televiewing	Radio listening	Movie watching
Upper boys	21.68	7.28	0.28
Lower boys	27.88	6.21	1.48
Upper girls	16.63	7.55	0.86
Lower girls	24.24	12.48	1.49

With mental ability as a variable, sex differences in the total time devoted to mass media approximated those discovered when using achievement as the variable, the major deviation from the achievement groups' findings being that the lower girls reported almost the same number of mean hours for televiewing as did the lower boys. See Table XXV.

II. APPORTIONMENT OF TOTAL TIME

Differentials in the total amount of time devoted to mass media by the extreme groups of educational achievement and of mental ability led to the speculation that these groups also varied in the apportionment of total time, i.e. in the times during the day or week in which mass media were utilized. Knowledge of such could yield even better understanding of the opportunities for best use of mass media by junior high school pupils.

Television

As can be seen in Tables XXVI and XXVII, without exception all groups reported Saturday as the heaviest televiewing day, Sunday as the second heaviest, and weekdays as the least heavy viewing day. When the greater amounts of time reported by the lower groups on weekdays and Sunday proved to be statistically different from the lesser amounts reported by the respective upper groups, each "category" of days of the week was subjected to further scrutiny. For each "category" the mean of reported hours before and after six o'clock in the evening was

TABLE XXV

MEAN HOURS WEEKLY GIVEN TO MASS MEDIA BY MENTAL ABILITY GROUPS

	Mean hours spent in		
	Televiewing	Radio listening	Movie watching
Upper boys	21.57	6.31	0.89
Lower boys	24.99	7.37	1.42
Upper girls	18.58	7.04	0.92
Lower girls	25.00	11.95	1.24

TABLE XXVI

STATISTICALLY SIGNIFICANT LEVELS OF CONFIDENCE IN DIFFERENCES BETWEEN MEAN TELEVIEWING HOURS BY ACHIEVEMENT GROUPS DURING VARIOUS DAYS OF THE WEEK

		Mean hours of televiewing on			Significant level of confidence*		
	Per cent return	Weekdays	Saturdays	Sundays	Weekdays	Saturdays	Sundays
Upper boys	100	2.61	4.85	3.78	——	——	——
Lower boys	74	3.37	6.13	4.92			
Upper girls	96	2.10	3.78	2.38	0.1%	——	5.0%
Lower girls	97	3.26	4.36	3.59			
Upper total	98	2.37	4.35	3.13	0.1%	——	5.0%
Lower total	97	3.20	4.99	4.02			

*Figures in these columns indicate the level beyond which one could be confident that, according to the criterion used in the present study, a statistically significant difference between means existed.

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TABLE XXVII

STATISTICALLY SIGNIFICANT LEVELS OF CONFIDENCE IN DIFFERENCES BETWEEN MEAN TELEVIEWING HOURS BY MENTAL ABILITY GROUPS DURING VARIOUS DAYS OF THE WEEK

	Per cent return	Mean hours of televiewing on			Significant level of confidence*		
		Week-days	Satur-days	Sun-days	Week-days	Satur-days	Sun-days
Upper boys	96	2.56	4.85	3.91	----	----	----
Lower boys	88	3.09	5.39	4.17			
Upper girls	100	2.45	4.13	2.59	5%	----	5%
Lower girls	91	3.33	4.40	3.93			
Upper total	98	2.46	4.45	3.09	1%	----	2%
Lower total	89	3.24	4.98	4.11			

*Figures in these columns indicate the level beyond which one could be confident that, according to the criterion used in the present study, a statistically significant difference between means existed.

computed, as was the per cent who reported viewing before and after certain hours, to determine whether specific viewing pattern differences in the upper and lower groups could be elicited. The results of these computations are given in Tables XXVIII through XXXIII.

In view of the finding that statistically significant differences in total time given to televiewing by the upper and lower groups did exist for weekdays and Sunday, an explanation for the failure to find similar differences in the hours given before and after six o'clock in the evening was sought. Three possibilities presented themselves.

First, it is possible that requesting such detailed responses created an artifact which masked true differences. For example, from Table XXVI we see that the total lower group in achievement reported a mean of 3.20 hours per weekday, while from Table XXVIII we see that the same group reported a sum of 2.98 as the mean weekday hours.

Second, it is possible that greater returns would have yielded statistically significant differences. Significant "t" scores were approached when the per cent of returns reached approximately ninety. The per cent of returns was inadequate in several instances because responses which were in other than numerical form could not be used. For instance, in answer to the question "When do you view?" some responded with such as "If I'm baby sitting" and "When my homework is done."

And third, it is possible that no true great difference existed in the apportionment of time by the upper and lower groups, the difference in total time being, so to speak, fifteen minutes here and thirty

TABLE XXVIII

WEEKDAY TELEVIEWING PATTERNS OF ACHIEVEMENT GROUPS

		Mean hours of televiewing		Per cent who viewed			
	Per cent return	Before 6 PM	After 6 PM	Before 6 PM	After 6 PM	After 9:30 PM	After 11 PM
Upper boys	83	0.54	2.32	44	100	64	0
Lower boys	54	0.72	2.08	47	89	42	0
Upper girls	89	0.78	1.63	54	92	17	0
Lower girls	90	0.94	2.04	59	96	30	0
Upper total	86	0.66	1.98	49	96	41	0
Lower total	67	0.92	2.06	54	95	32	0

TABLE XXIX

SATURDAY TELEVIEWING PATTERNS OF ACHIEVEMENT GROUPS

	Per cent return	Mean Hours of televiewing		Per cent who viewed			
		Before 6 PM	After 6 PM	Before 6 PM	After 6 PM	After 9:30 PM	After 11 PM
Upper boys	70	1.55	4.14	52	100	86	62
Lower boys	43	1.30	3.87	53	80	73	47
Upper girls	89	0.57	3.38	25	96	71	42
Lower girls	77	0.74	3.11	35	74	65	35
Upper total	79	1.02	3.73	38	98	78	51
Lower total	57	0.99	3.21	43	77	69	34

TABLE XXI

SUNDAY TELEVIEWING PATTERNS BY ACHIEVEMENT GROUPS

		Mean hours of televiewing		Per cent who viewed			
	Per cent return	Before 6 PM	After 6 PM	Before 6 PM	After 6 PM	After 9:30 PM	After 11 PM
Upper boys	73	1.30	2.95	45	100	55	0
Lower boys	37	1.23	2.92	46	92	69	0
Upper girls	89	0.27	2.02	17	92	13	0
Lower girls	80	0.77	1.85	38	79	29	0
Upper total	81	0.76	2.47	30	96	33	0
Lower total	56	1.09	2.26	44	85	41	0

TABLE XXXI

WEEKDAY TELEVIEWING PATTERNS BY MENTAL ABILITY GROUPS

		Mean hours of televiewing		Per cent who viewed			
	Per cent return	Before 6 PM	After 6 PM	Before 6 PM	After 6 PM	After 9:30 PM	After 11 PM
Upper boys	76	0.61	2.26	47	100	58	0
Lower boys	65	0.74	2.02	46	92	31	0
Upper girls	93	0.90	1.79	69	92	19	0
Lower girls	83	0.76	2.16	58	95	47	0
Upper total	86	0.85	1.93	63	94	35	0
Lower total	76	0.74	2.13	47	95	37	0

TABLE XXXII

SATURDAY TELEVIEWING PATTERNS BY MENTAL ABILITY GROUPS

		Mean hours of televiewing		Per cent who viewed			
	Per cent return	Before 6 PM	After 6 PM	Before 6 PM	After 6 PM	After 9:30 PM	After 11 PM
Upper boys	64	1.41	4.34	56	100	81	56
Lower boys	55	1.07	3.32	45	73	73	59
Upper girls	71	0.92	3.61	36	91	73	55
Lower girls	83	1.00	3.89	37	89	84	32
Upper total	74	1.13	3.77	45	91	74	55
Lower total	68	0.97	3.43	44	76	76	47

TABLE XXXIII

SUNDAY TELEVIEWING PATTERNS BY MENTAL ABILITY GROUPS

	Per cent return	Mean hours of televiewing		Per cent who viewed			
		Before 6 PM	After 6 PM	Before 6 PM	After 6 PM	After 9:30 PM	After 11 PM
Upper boys	60	1.23	2.57	53	100	40	0
Lower boys	48	0.97	2.53	37	89	47	5
Upper girls	79	0.99	2.11	36	82	27	5
Lower girls	83	0.42	2.29	16	95	37	0
Upper total	72	0.98	2.24	39	90	32	2
Lower total	62	0.66	2.40	26	90	42	3

minutes there. The longer total times reported by the lower groups may have been a result of slight time accumulations throughout the day, thus making their total televiewing time greater than that of the upper groups.

Achievement groups. If any single statement is warranted regarding the apportionment of televiewing time per week by upper and lower achievement groups, it might be that the upper group reported giving proportionately more time on week ends than did the lower group. The upper groups' choice of Saturday and Sunday nights for televiewing is interesting, although the pattern for both groups appeared to be about an hour before six o'clock each day, a little more than two hours in the evening on weekdays and Sundays, and almost four hours in the evening on Saturdays.

No difference in patterns during the various "categories" of days was found to exist with the exception of the Sunday pattern of the girls. Using two degrees of freedom, comparison of the upper and lower achievement girls' reports of viewing before and after six o'clock and after nine-thirty in the evening and after eleven o'clock at night yielded a chi square of 13.064. Thus, beyond the 1 per cent confidence level, we can be certain that the patterns differed, the lower girls watching more during the day and later in the evening on Sundays than the upper girls.

Boys and girls generally followed the patterns described for the total groups, the main difference being the proportionately greater time reported by the boys for weekday evenings.

Mental ability groups. With mental ability as the variable, findings similar to those in the achievement groups were obtained regarding the weekly patterns of televiewing.

During the various "categories" of days, differences were found to exist between the upper and lower girls on weekdays and on Sundays. Using two degrees of freedom, chi squares of 11.857 for weekdays and 10.184 for Sundays were obtained respectively in comparing the reports of upper and lower girls as to how many viewed before and after six o'clock in the evening, after nine-thirty o'clock at night, and after eleven o'clock at night. Beyond the 1 per cent level of confidence, then, it can be stated that in the present investigation on weekdays and Sundays the upper mental ability girls televiewed more before six o'clock in the evening and less after nine-thirty o'clock at night than did the lower girls.

In general, there appeared to be little difference between the boys and girls with the exception of the greater time reported for weekday evenings by the boys, as was found when achievement was the variable.

Radio

Responses to the question which asked when the subjects listened to the radio were not only small in number but of such a nature that comparisons among listening patterns could not be treated statistically. Nevertheless, some analysis of days was attempted to secure at least an impression of listening patterns. Responses such as "While I'm getting dressed" and "While I'm doing dishes" were consistently assigned to one of three categories—morning, afternoon, or evening—and responses such as "in the morning and at night" were likewise assigned. All of the following with regard to radio, then, must be considered as interesting indications rather than reliable findings.

In general, it was discovered that evening was the most popular time for listening to the radio, morning being the next most popular, and afternoon being the least popular. Since television too was reported as being used more in the evening than in other parts of the day, since evenings have somewhat of a limit on the available hours for mass media usage, and since there is little "morning time" on school days especially for radio listening, a tabulation of the responses to the question "Where do you usually listen?" was also made in order to help establish the position of radio in the subjects' total use of mass media. The results could lead to the inference that radio was a supplementary and/or casual medium in the lives of the subjects of the present investigation. Responses such as "in bed," "up in my room," and "while we're eating" suggested that the use of radio was less structured than was the use of television. A similar impression was gained from studying the responses of those who stated in Question Twenty-eight of the Interest Inventory Record, Form I, Part 2 that they preferred radio to television. Among the reasons given for such a preference were such statements as "I can do other things while I'm listening."

Achievement groups. With achievement as the variable, the following impressions were gained from organizing the radio data as above-described: (1) that proportionately the lower groups reported listening less in the morning and afternoon and more in the evening than did the upper groups; and (2) that the greatest proportion of time by any group seemed to be among the girls who listened in the evening.

Mental ability groups. Less definitive suggestions could be derived from the radio data compiled for the various groups of mental ability, upper and lower groups showing little variation in their reported patterns of radio usage.

Movies

Difficulties similar to those encountered in attempting to establish apportionment patterns in radio were also met in attempting to establish apportionment patterns in movie attendance. Similar treatment was given the data and, in general, for all groups of achievement and of mental ability, the following was reported: (1) that almost no movie going was done during week nights; (2) that week ends were the most popular time for attending the movies, Saturdays being the day of attendance much more often than Sundays.

Summary of Findings on Apportionment of Time Given to Mass Media

In the present study, there was little evidence that upper and lower groups of educational achievement or that upper and lower groups of mental ability varied greatly in the weekly or daily apportionment of time given to mass media. If any difference between upper and lower groups was great enough to be singled out for mention, it would have probably been the tendency of upper groups to report *proportionately* more use of mass media on week ends than lower groups. Conversely, the trend seemed to be for lower groups to report televiewing proportionately more on week nights.

Remembering the limitations imposed by the methods of examining the data in the areas of radio listening and movie going, the following three paragraphs could be taken to give the weekly pattern of mass media usage suggested by the findings as being representative of the junior high school pupils of the present investigation:

On a weekday, the pupil listened to the radio briefly in the morning. After school, the pupil most likely televiewed for about an hour and possibly listened to the radio for a short time. After the evening meal, televiewing activities varied slightly with sex. A boy gave somewhat more than two hours to televiewing, but did not continue the pursuit after nine-thirty at night; a girl televiewed little more than two hours after dinner altogether, and if she were a girl of low educational achievement or low mental ability, some of this time was given after nine-thirty at night. Before going to sleep, the pupil listened to the radio.

On a Saturday, the pupil televiewed about an hour during the day, perhaps listened to the radio briefly, attended a movie, and then at night televiewed for almost four hours. Just as often as not, the pupil televiewed after eleven o'clock on Saturday night.

On a Sunday, the pupil used mass media in a pattern similar to that of the weekday, the major variation from the weekday pattern being the slightly greater amount of total time devoted to television.

From the findings one might speculate on the purposes of the three mass media in the lives of junior high school pupils included in the present study. In addition to affording entertainment during leisure hours television possibly served in a "social" role for these children. The great amounts of time given to television during the evenings and particularly on Saturday nights were perhaps a "substitute" for the social activities engaged in by their older brothers and sisters after the supper hour. Radio seemed to have held a more casual position, often serving as merely a "background" for other activities, but its use indicated an awakening of interests in radio offerings, an interest not demonstrated as much by their younger brothers and sisters.[1] The use of movies, too, possibly reflected the "transitory" age of the junior high school pupils, for they reported less movie going than did younger age groups,[2] and suggested that week-end activities were becoming other than the use of mass media exclusively.

III. MASS MEDIA IN RELATION TO OTHER LEISURE TIME ACTIVITIES

In the preceding review of the literature, it was pointed out that studies which have investigated more than one mass medium tend to reveal that the newer medium does not completely displace its predecessor, but rather that additional time is found to include the new medium. As has been seen in this chapter, the present study tends to support this observation.

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[1] Paul A. Witty and others, Interests of Children and Youth, contracted by the Office of Education, U. S. Department of Health, Education, and Welfare and by Northwestern University (Evanston, Illinois: Northwestern University, 1960), p. 51. (Mimeographed.)

[2] *Ibid.*, pp. 53-54.

Comparison of the time devoted to movie going and radio listening by the subjects of the present study with the time given by subjects of pre-television investigations showed that the present subjects did give less time to movie going and radio listening than did the subjects of pre-television studies. However, the time freed by some abandonment of these activities did not, in entirety, equal the time given to television by present subjects. Hence, in order to determine encroachments by television which might be considered undesirable, the relationship of television to non-mass media activities was explored.

The relationships between television's effect on play, hobbies, and reading were briefly examined with the purpose of assessing the position of mass media in the total leisure time pattern. The per cent of pupils who reported that television had not changed their activities was determined. These data are found in Tables XXXIV through XXXIX. Then, an inquiry into the pertinent responses to the question "Finish this sentence: If my TV set were broken, I would spend the time I usually give to watching TV........" was undertaken. Findings resulting from this last-described inquiry are presented in Tables XL and XLI. Of side interest was the finding that consistently the upper groups tended to give answers which designated more than one activity. Those from upper groups were more prone to respond with "reading,

TABLE XXXIV

EFFECT OF TELEVISION ON PLAY ACTIVITIES OF ACHIEVEMENT GROUPS

	Per cent return	Per cent reporting television had not changed	
		outdoor play	indoor play
Upper boys	100	90	87
Lower boys	94	94	85
Upper girls	100	78	96
Lower girls	100	87	93
Upper total	100	84	91
Lower total	97	70	88

TABLE XXXV

EFFECT OF TELEVISION ON PLAY ACTIVITIES OF MENTAL ABILITY GROUPS

	Per cent return	Per cent reporting television had not changed	
		outdoor play	indoor play
Upper boys	100	80	84
Lower boys	100	90	87
Upper girls	93	81	92
Lower girls	87	96	95
Upper total	96	82	87
Lower total	96	90	85

TABLE XXXVI

EFFECT OF TELEVISION ON HOBBIES OF ACHIEVEMENT GROUPS

	Per cent return	Per cent reporting television had not changed hobbies
Upper boys	97	86
Lower boys	94	91
Upper girls	100	96
Lower girls	100	97
Upper total	98	91
Lower total	97	95

TABLE XXXVII

EFFECT OF TELEVISION ON HOBBIES OF MENTAL ABILITY GROUPS

	Per cent return	Per cent reporting television had not changed hobbies
Upper boys	100	75
Lower boys	100	95
Upper girls	93	96
Lower girls	87	95
Upper total	96	89
Lower total	96	94

TABLE XXXVIII

EFFECT OF TELEVISION ON READING ACTIVITY OF ACHIEVEMENT GROUPS

	Per cent return	Per cent reporting television had not changed reading
Upper boys	100	67
Lower boys	94	85
Upper girls	100	74
Lower girls	100	80
Upper total	100	70
Lower total	97	80

TABLE XXXIX

EFFECT OF TELEVISION ON READING ACTIVITY OF MENTAL ABILITY GROUPS

	Per cent return	Per cent reporting television had not changed reading
Upper boys	100	80
Lower boys	100	85
Upper girls	93	81
Lower girls	87	65
Upper total	96	78
Lower total	96	77

TABLE XL

STATISTICALLY SIGNIFICANT LEVELS OF CONFIDENCE IN DIFFERENCES BETWEEN RESPONSES OF ACHIEVEMENT GROUPS TO QUESTION 29 OF INTEREST INVENTORY RECORD, FORM I, PART 2

		Per cent who reported that if "TV were broken" they would				
	Per cent return	play	work on hobbies	read	listen to radio	Significant level of confidence*
Upper boys	93	39	7	53	25	1%
Lower boys	71	36	4	12	16	
Upper girls	93	32	8	76	24	1%
Lower girls	97	14	3	34	55	
Upper total	93	36	8	64	25	1%
Lower total	80	29	6	24	33	

*Figures in this column indicate level beyond which confidence could be had that, according to the criterion used in the present study, a statistically significant difference between patterns of response existed. Two degrees of freedom were used in calculating the chi square.

TABLE XLI

STATISTICALLY SIGNIFICANT LEVELS OF CONFIDENCE IN DIFFERENCES BETWEEN RESPONSES OF MENTAL ABILITY GROUPS TO QUESTION 29 OF INTEREST INVENTORY RECORD, FORM I, PART 2

		Per cent who reported that if "TV were broken" they would				
	Per cent return	play	work on hobbies	read	listen to radio	Significant level of confidence*
Upper boys	84	45	6	57	29	1%
Lower boys	70	14	11	21	32	
Upper girls	100	32	7	54	25	1%
Lower girls	91	24	10	52	62	
Upper total	93	40	8	55	24	1%
Lower total	76	19	12	31	45	

*Figures in this column indicate level beyond which confidence could be had that, according to the criterion used in the present study, a statistically significant difference between patterns of response existed. Two degrees of freedom were used in calculating the chi square.

studying, or playing," while those from the lower groups were more prone to respond with simply "reading," or "studying," or "playing."

Play

As can be seen in Tables XXXIV and XXXV, in all groups better than four-fifths of the subjects reported that television had not changed either their indoor or outdoor play activity. No statistically significant differences were found between responses of upper and lower groups--boys, girls, or total. However, the number of responses to the "If my TV were broken..." question which could be categorized as play, suggested that television did encroach somewhat on time which might be given to this activity.

Achievement groups. As can be seen in Table XL, more in each of the upper achievement groups reported they would have played than did those in the lower groups. A little more than one-third of the total upper group reported they would have turned to play if television were not at hand, while a little less than one-third of the lower group so reported. Most striking were the lower girls' apparent disinterest in play activities, television or not, and the upper boys' apparent inclination to such activity.

Mental ability groups. The pattern of higher percentages in the upper groups reporting they would have indulged in play than the percentages reported by lower groups continued when mental ability was the variable, but the differences in percentages were greater, two-fifths of the total upper group reporting they would have played and less than one-fifth of the lower group so reporting. In general, sex trends approximated those found when achievement was the variable.

Hobbies

No statistically significant differences were obtained for the upper and lower groups' responses to the question of whether television had changed their hobbies. Tables XXXVI and XXXVII show that with one exception better than four-fifths of all groups felt that such was not the case. Tables XL and XLI suggest that without television, few in any of the groups would have turned to a hobby for leisure time satisfaction.

Reading

As can be seen in Tables XXXVIII and XXXIX, subjects of the present study were not as certain that television had not changed their reading activity as they were certain that it had not changed their play or hobby activity. Differences among the various groups, while not statistically significant, made arriving at an approximate fraction difficult, but possibly the figure three-fourths approached the proportion which represented those who felt television had not affected their reading. The responses to the "If my TV were broken..." question suggested that television was fairly successful in usurping subjects' time that might have been given to reading.

Achievement groups. Table XL shows that consistently more in the upper achievement groups reported they would have turned to reading than did the proportion in the lower achievement groups. Almost two-thirds of the total upper group said they would have read, while less than one-fourth of the total lower so said. More girls than boys reported they would have turned to reading if television were not available.

Mental ability groups. With the exception of the lower girls, better than one-half of whom reported they would have read if their television were broken, the mental ability groups reported in a pattern similar to that of the achievement groups. Specific variations can be seen in Table III.

Mass Media

If the ability of television to push aside other mass media in the attraction of children's leisure time can be judged by the number who would turn to movies and radio if television were not available, it can be inferred that television was encroaching on radio but not movies, insofar as the present investigation was concerned.

Movies. Not one subject claimed that movie going would have been the activity turned to should the television have been broken, thus suggesting that television did not encroach upon the time which might otherwise have been given to the movies. The lesser amount of movie attendance of the present subjects compared to the attendance of other subjects in pre-television days may have been accountable for by the economic and accessibility factors already noted.

Radio. From Tables XL and XLI, it can be seen that subjects reported they would have turned to radio in the event that their television sets were broken. Except for the boys' achievement groups, in each set of upper and lower groups, more in the lower groups reported they would have listened to the radio than in the upper. Most striking was the high percentage in the groups of lower girls who said they would have turned to radio. This is most interesting in view of the finding already presented that the mean radio listening hours of the groups of lower girls were higher than those of any of the other groups.

Television. While it appeared that television commanded some leisure time from pursuits which might have otherwise been followed, it cannot be assumed that all of television's influence on these activities was negative. Evidence to the contrary was to be seen in the responses which subjects gave to the questions asking whether television had given them any new ideas or had contributed to their vocabulary. Tables XLII and XLIII show the proportion of pupils in each group who felt television had given them new ideas, and Tables XLIV and XLV show the proportion in each group who felt television had helped increase their vocabulary. Admittedly the proportions within each group were small; nevertheless, they did demonstrate a potential for utilization in furthering activity in the areas of play, hobbies, and reading. Since no statistically significant differences between responses in respective upper and lower groups were found, it might be inferred that the upper and lower groups were equally receptive to new ideas and words to which television exposed them.

TABLE XLII

ASSISTANCE OF TELEVISION TO ACHIEVEMENT GROUPS IN SECURING NEW IDEAS

	Per cent return	Per cent who said television gave them new ideas	Per cent of those helped who cited concrete examples of new ideas
Upper boys	93	25	56
Lower boys	89	16	80
Upper girls	96	38	90
Lower girls	93	43	75
Upper total	95	31	76
Lower total	97	25	73

TABLE XLIII

ASSISTANCE OF TELEVISION TO MENTAL ABILITY GROUPS IN SECURING NEW IDEAS

	Per cent return	Per cent who said television gave them new ideas	Per cent of those helped who cited concrete examples of new ideas
Upper boys	100	32	88
Lower boys	98	31	75
Upper girls	96	33	80
Lower girls	83	37	57
Upper total	93	34	83
Lower total	93	33	71

TABLE XLIV

ASSISTANCE OF TELEVISION TO ACHIEVEMENT GROUPS IN BUILDING VOCABULARY

		Per cent	
	Per cent return	who said television increased vocabulary	of those helped who gave specific new words learned
Upper boys	100	30	22
Lower boys	94	24	13
Upper girls	100	19	20
Lower girls	93	13	20
Upper total	100	25	21
Lower total	98	13	9

TABLE XLV

ASSISTANCE OF TELEVISION TO MENTAL ABILITY GROUPS IN BUILDING VOCABULARY

		Per cent	
	Per cent return	who said television increased vocabulary	of those helped who gave specific new words learned
Upper boys	100	32	13
Lower boys	98	20	10
Upper girls	89	34	25
Lower girls	87	30	17
Upper total	95	33	22
Lower total	93	25	8

The scope of television's positive influence on play and hobbies is best described through the actual responses which subjects gave in answering what new ideas television had given them. Such as "join the Boy Scouts," "new sports," "bowling," "how to build things," and "photography" were representative. It is almost superfluous to point out that reading is positively affected by vocabulary increase, but the examples which the subjects cited--such words as vexing, milady, heritage, metropolitan, and immaterial--did graphically illustrate some of the potential which television has for whetting reading interest.

Other given examples of new ideas received from television were not as directly associated with leisure time activities, but nevertheless hinted at the potential in television for important, but often non-academic, education. Typical comments follow: be nice, how to plan parties, dance steps, new outlooks, how to be persistent, what to do when I get older.

Summary of Findings on Mass Media in Relation to Other Leisure Time Activities

In general, all groups in the present study reported that television had not changed their activities connected with play, hobbies, or reading, although there seemed to be less certainty with regard to reading. The inherent danger in accepting these findings as proof that television did not affect other leisure time activities should be pointed out. Being an average of thirteen years old, the subjects of the present investigation, no doubt, remembered very little of pre-television days and had a questionable ability to judge whether television actually affected their activities.

Indeed, other data in the present study suggested that television was successful in keeping the subjects from experiences they would have known had television not been available to them. Using the responses of members who would have participated in various activities had their television sets been broken as a basis for constructing typical non-television leisure time patterns, the nature of television's encroachment on other leisure time activities might be inferred.

Apparently the loss of television would not have resulted in any more subjects going to the movies and would have freed very few for the pursuit of hobbies. Statistically significant differences in the responses to the "If my TV were broken" question, however, indicated that mass media may have held a different position in the life of a pupil with high educational achievement or high mental ability than it did in the life of one with little achievement or little mental ability.

Upper groups. Regardless of the variable, the activity to which a subject in an upper group—boy, girl, or total—reported he would have turned in the absence of television was reading. The second activity which would have most likely been indulged in was play; the third, radio listening. It is interesting to note that the order of activity for upper groups represented a tendency, in the absence of television, to do something rather than to be entertained.

Lower groups. The reverse tendency was found for the lower groups, the activity to which the greatest percentage said they would have turned, if television were not available, being radio listening. Except for the boys with low achievement who reported they would have played first and listened to the radio second, the pattern suggested by the lower groups was one of radio listening first and reading second. The boys' preference for play over that of the girls was perhaps a commentary on their respective stages of development, "play" being a less mature leisure time activity from a "social" point of view. The girls' interest in radio reflected their interest in popular music, as will be demonstrated in the next chapter, and possibly had a relationship to their stage of social development.

Total effects. While most of the evidence indicated that mass media interfered with non-mass media leisure time activity of the subjects in the present study, the data also indicated some positive television contributions and suggested avenues for using mass media in "informal education." Both upper and lower groups seemed to have been equally susceptible to television's potential.

IV. SUMMARY OF AMOUNT AND DISTRIBUTION OF TIME GIVEN TO MASS MEDIA

Data in Chapter IV have been presented for the purpose of answering the question "Did the time which extreme groups devoted to movies, radio, and television vary?" It will be recalled that the word "time" was considered to have three aspects--total time, apportionment of time, and the relation of mass media time to other leisure activity.

Findings

For the most part, the variables—educational achievement and mental ability—did not influence the findings with regard to upper and lower groups. That is, in general, if differences were found to exist between upper and lower educational achievement groups, similar differences were found to exist between the upper and lower mental ability groups. Hence, unless otherwise indicated, reference in this summary to an upper group should be interpreted to mean either an upper achievement or an upper mental ability group; and conversely, reference to a lower group should be interpreted to mean either a lower achievement group or a lower mental ability group.

__Total time__. With the exception of the total achievement groups' mean radio listening times, the mean amounts of total time given to each of the mass media by the total upper groups were found to be significantly different from the mean amounts of the time given by the total lower groups. In each instance, the lower groups reported spending more time on each of the three media than did the upper groups. Although the difference between the total upper achievement group and lower achievement group failed to be statistically significant in the area of radio listening time, the direction of difference followed that in which differences were significant; i.e., the lower group reported a higher mean than did the upper group.

Generally, the giving of more time by lower groups as compared to that given by the upper groups was true regardless of sex. The notable exception was the failure to find a statistically significant difference between the upper and lower boys' mean radio listening hours. Nevertheless, the direction of difference, again, was such that one might infer that lower boys did spend somewhat more time in radio listening than did the upper boys.

The main sex difference in media usage which was suggested by the findings was the relatively greater interest in television by the boys and the relatively greater interest in radio by the girls.

In terms of total time given to each of the media, the order of their popularity in all groups was found to be television first, radio second, and movies third. However, in expression of preference as to the three media, all groups stated they liked movies better than radio. In all groups, the main reason given for preferring television to radio was that television provided something to watch in addition to the sound.

Apportionment of time. With respect to the apportionment of time throughout the day or throughout the week, the findings failed to provide conclusive evidence which would have indicated that upper groups had a pattern of mass media activity which differed from that of the lower groups. The main difference suggested was that upper groups gave proportionately more time to mass media on week ends, though such could not be proved statistically.

The notable exception in failure to establish a difference in the apportionment patterns of upper and lower groups appeared among the girls' distribution of television time on weekdays and Sundays. Possibly the tendency for more lower girls to teleview after nine-thirty o'clock on these nights was responsible for the "proved" difference in patterns.

While no difference in apportionment of time between upper and lower groups was found, the total pattern of all the groups was interesting and suggested that the junior high school pupils of the study: (1) relied somewhat on television as a "social" activity; (2) were developing a greater interest in the offerings of radio; and (3) were beginning to release interest in movies.

Relation of mass media time to other leisure time activities. All groups were fairly in agreement that television had not changed their play, hobby, or reading activities. Data examined indicated that probably television was not interfering significantly with hobbies or movies, but was, perhaps, being substituted for play, reading, and radio listening. Statistically significant differences between the expressions of upper and lower groups as to what they would have done without television were obtained for the boys, the girls, and the total groups. In the upper groups, television appeared to be interfering most with reading, less with play, and least with radio listening. In the lower groups, television appeared to be interfering most with radio listening, less with reading, and least with play. The only exception to this finding was the lower achievement boys' report that television was displacing play first, radio listening second, and reading third.

If any sex difference in the findings was indicated it was that boys leaned, in their leisure time activities, to those of a less "social" nature than the girls.

While the data suggested that the subjects would have spent their leisure time differently if television had not been available, there was definite indication that television did provide some beneficial influence on the leisure time activity of a few members of both upper and lower groups. Such influence was reflected in their gaining of new ideas for play and hobbies and in their receiving of reading contributions through vocabulary growth.

Conclusions

Within the extreme educational achievement and mental ability groups investigated, findings of the present study seemed to warrant the following conclusions in answer to the questions posed in connection with the time devoted to mass media:

1. That, as measured by the total time devoted to mass media, lower groups of educational achievement and lower groups of mental ability devoted significantly greater amounts of total time to mass media than did the respective upper groups.
2. That the stated order of preference by all groups for television first, movies second, and radio third did not coincide with the time given to each medium, the greatest amount of time being given to television, a lesser amount of time being given to radio, and the least amount of time being given to movies.

3. That the visual quality of television enabled that medium to attract greater amounts of all groups' leisure time than radio was able to attract.
4. That upper groups of educational achievement and upper groups of mental ability did not vary significantly in their apportionment of total mass media time through the day or the week.
5. That televiewing was being substituted by the upper groups for leisure time activities which were different than those for which the lower groups were substituting television, reading being the activity most often affected in the upper groups.
6. That pursuit of hobbies was not an activity for which televiewing was made a substitute to any great degree by either upper or lower groups.
7. That boys and girls differed somewhat in their leisure time activity, the boys evidencing greater interest proportionately in television and activities of less "social" nature and the girls evidencing greater interest proportionately in radio and activities of a more social nature.
8. That, although television seemed to be usurping time from other leisure time activities, it did make positive contributions to the play, hobby, and reading activities of some members of both upper and lower groups.

Inferences

The findings of the present investigation with regard to the time which extreme groups gave to movies, radio, and television made possible to a limited degree the following inferences:

1. That both lower educational achievement and lower mental ability were more closely associated with excessive amounts of time given to mass media than were higher educational achievement and higher mental ability.
2. That boys and girls did not devote time to each mass medium in direct proportion to their order of preferences among the media.
3. That, since the quality of being able to offer something to the eye made television more appealing than radio, this same quality was responsible, in part, for movies continued popularity as a leisure time activity.
4. That the greater amounts of time given to mass media by the lower groups as compared to that given by the upper groups were not a result of any unique significant practices within the groups but possibly were a consequence of an accumulation of small amounts of time throughout the day and the week.
5. That while television seemed to have the ability to curtail leisure time reading in both upper and lower groups, its negative influence in this direction was greater among those of high educational achievement and high mental ability than it was among those of low educational achievement and low mental ability.
6. That, if the pursuit of hobbies is to be considered a worthwhile leisure time activity, such activity needed to be encouraged somewhat independently of mass media, play, and reading activities.

7. That mass media usage both reflected and met certain developmental needs which were to be found in the boys and girls of junior high school age.

8. That, while television's potential for making worthwhile contributions to other leisure time activities was apparently the same for both upper and lower educational achievement and mental ability groups, far too little of this potential was being realized in any of the extreme groups.

CHAPTER V

THE APPEAL OF MASS MEDIA

Seven methods of approach were used to establish the appeal which the mass media had among the extreme groups of educational achievement and mental ability. For each group, the following were determined: (1) favorite programs; (2) favorite program types; (3) reasons for choice of programs named as favorites; (4) disliked programs; (5) disliked program types; (6) reasons for disliking programs; and (7) desires for new program offerings. It was hoped that comparison of the appeal to upper groups with that to lower groups would contribute to an answer to the question, "Was there a difference in the appeal which the mass media held for the extreme groups of educational achievement and the extreme groups of mental ability?"

1. FAVORITE PROGRAMS

Since it probably can be assumed that the programs which children choose to view and hear are a reflection of their interests, a study of favorite programs can suggest the qualities of appeal which make certain programs attractive. Understanding of such can assist not only in constructing worthwhile offerings which will capture the eyes and ears of children but also in appreciating the satisfactions which mass media afford young people.

Television

Insofar as the citing of favorite programs was concerned, the present study failed to yield conclusive evidence that upper groups of educational achievement and upper groups of mental ability liked television programs which were different from those which the lower groups of educational achievement and mental ability respectively liked.

Statistically significant differences between the choices of upper boys and lower boys were not obtained, and the chi square technique could not be applied to the differences in the choices of the girls. The number of television offerings available were possibly responsible for these two situations, since upper groups were inclined to select offerings which were relatively unattractive to the lower groups and vice versa; and this limited the possibilities for statistical comparison.

Many choices of the boys and the girls rendered comparison in the total groups meaningless, the final tabulations reflecting merely the strength of the boys' and girls' choices according to their number in the total group. For example, *American Bandstand* ranked as second choice of the total upper achievement group; yet, not one boy in the upper achievement group named *American Bandstand* as one of his three favorite programs. In the total upper mental ability group, by virtue of the girls' preference for *American Bandstand*, this program ranked ahead of all others in the list of favorites, and again not one boy in the upper mental ability group named this program as one of his first three choices.

Inability to make statistical comparisons among the favorite television programs of the extreme groups did not, however, reduce the provocativeness of the findings; for they strongly suggested that a difference in the appeal of certain television programs did exist between the upper and lower groups.

Achievement groups. Recalling the above-discussed difficulty in comparing the television program favorites of total upper and lower groups, statistical comparison was of little value, but the subjective comparison of the total achievement groups revealed that both upper and lower had *American Bandstand*, *Maverick*, *77 Sunset Strip*, *Have Gun—Will Travel*, and *Shock Theatre* among their lists of top choices.

The favorite television programs of boys in the achievement groups are given in Table XLVI. In addition to the variations which are to be seen in these listings, suggestion that upper and lower boys did differ in their choices of television programs was at hand in the further finding that not one of the lower boys named the upper boys' favorite *Steve Allen* while not one of the upper boys cited the lower boys' favorite *Superman* among any of the programs which they named as favorites.

The favorite television programs of girls in the achievement groups are given in Table XLVII. In addition to the variations which are to be seen in these listings, suggestion that upper and lower girls also differed in their choices of television programs was at hand in the further finding that not one of the girls in the upper group cited *I Love Lucy* or *Have Gun--Will Travel*, both of which proved to be fairly popular with the lower girls.

TABLE XLVI

FAVORITE TELEVISION PROGRAMS OF BOYS IN THE ACHIEVEMENT GROUPS

	Upper group preferences (90% return)		Lower group preferences (83% return)	
Rank	Total weighted points	Program	Total weighted points	Program
1	17	Maverick	15	Sea Hunt
2	10	Have Gun--Will Travel	12	Maverick
			12	The Rifleman
	10	Gunsmoke		
3	8	Steve Allen Show	10	Have Gun--Will Travel
	8	Shock Theatre		
	8	Sea Hunt		
4	7	Silent Service	9	Shock Theatre
			9	Superman

TABLE XLVII

FAVORITE TELEVISION PROGRAMS OF GIRLS IN THE ACHIEVEMENT GROUPS

	Upper group preferences (89% return)		Lower group preferences (100% return)	
Rank	Total weighted points	Program	Total weighted points	Program
1	22	American Bandstand	34	American Bandstand
2	16	Dick Clark Show	18	Dick Clark Show
3	12	Maverick	11	Father Knows Best
4	10	Father Knows Best	10	I Love Lucy
5	8	77 Sunset Strip	7	Donna Reed Show
6	7	Loretta Young Show	6	Have Gun—Will Travel

The extreme difference in choices given by boys and girls is obvious from a comparison of Tables XLVI and XLVII.

Mental ability groups. The findings in the total upper and total lower mental ability groups were similar to those in the total achievement groups with the exception of Gunsmoke taking the place of Have Gun--Will Travel in the list of common favorites.

Table XLVIII contains the choice television programs of the boys in the mental ability groups, and Table XLIX contains those of the girls in the mental ability groups. Once again difference in choices was suggested by the additional findings that not one of the lower boys chose the upper boys' favorite Steve Allen while not one of the upper boys chose the lower boys' favorite Zorro and that not one of the lower girls chose the upper girls' favorite The Donna Reed Show while not one of the upper girls chose the lower girls' favorites Gunsmoke and Fury.

Again, differences in choices of boys and girls were obvious when the listings of each were compared against the other.

Radio

As in the area of favorite television programs, inquiry into the favorite radio programs of upper and lower groups failed to yield conclusive evidence that these extreme groups varied in their preferences. But once again, there was suggestion that such might be the case even though it could not be "proved" statistically.

The difficulty in applying statistical analysis to the favorite radio programs of extreme groups was due in part to the reporting of

TABLE XLVIII

FAVORITE TELEVISION PROGRAMS OF BOYS IN THE MENTAL ABILITY GROUPS

	Upper group preferences (92% return)		Lower group preferences (88% return)	
Rank	Total weighted points	Program	Total weighted points	Program
1	11	Sea Hunt	17	Maverick
2	9	Gunsmoke	14	Have Gun—Will Travel
			14	The Rifleman
3	8	Maverick	13	Sea Hunt
	8	Steve Allen Show		
4	7	Silent Service	8	Zorro
5	6	I Love Lucy	7	Shock Theatre
	6	Steve Canyon		

TABLE XLIX

FAVORITE TELEVISION PROGRAMS OF GIRLS IN THE MENTAL ABILITY GROUPS

	Upper group preferences (100% return)		Lower group preferences (100% return)	
Rank	Total weighted points	Program	Total weighted points	Program
1	28	American Bandstand	24	American Bandstand
2	23	Father Knows Best	19	Dick Clark Show
3	9	Maverick	11	Father Knows Best
4	8	Dick Clark Show	6	I Love Lucy
			6	Fury
5	6	Loretta Young Show	5	Gunsmoke
	6	Donna Reed Show		

radio station names as the favorites rather than specific programs. Such was particularly true of the lower groups, and thus the few number of programs which they named precluded the application of the chi square technique. The per cent of the responses citing radio stations are given in Tables L and LI. From the statistically significant differences in the percentages of the upper and lower groups which named stations rather than programs, it might be inferred that the upper groups were somewhat more discriminatory in their radio listening, the upper groups listening to specific programs and the lower groups simply taking whatever a certain station had to offer. No statistically significant differences were found, however, in the stations named consistently as the favorites, WJJD being the first choice of all groups and WIND being the second choice in all but the lower boys in the achievement group.

Achievement groups. The favorite radio programs of the six groups of educational achievement are given in Table LII. No statistical comparisons could be made between the boys', the girls', or the totals' choices. Support for the inference that upper groups tended to be more discriminatory in their choice of radio offerings was perhaps to be found in the greater variety of programs named by the upper groups.

Mental ability groups. The favorite radio programs of the six groups of mental ability are given in Table LIII. Statistical comparison using one degree of freedom yielded no significant differences in the upper and lower boys' choices or in the upper and lower total group choices; but in comparing the upper and lower girls' choices the securing

TABLE L

FAVORITE RADIO STATIONS OF ACHIEVEMENT GROUPS

	Per cent return	Total responses given	Per cent of responses which were radio station names	Significant level of confidence*	Total weighted points for		
					WJJD	WIND	other
Upper boys	60	37	27	1%	12	10	1
Lower boys	51	37	86		40	12	14
Upper girls	82	39	51	1%	39	8	4
Lower girls	87	40	73		55	19	0
Upper total	70	76	39	1%	51	18	5
Lower total	62	69	82		86	29	14

*Figures in this column indicate the level beyond which one could be confident that, according to the criterion used in the present study, a statistically significant difference between the percentages of responses existed. One degree of freedom was employed in applying statistical inference.

TABLE LI

FAVORITE RADIO STATIONS OF MENTAL ABILITY GROUPS

	Per cent return	Total responses given	Per cent of responses which were radio station names	Significant level of confidence*	Total weighted points for		
					WJJD	WIND	other
Upper boys	64	38	32	1%	10	6	3
Lower boys	60	49	84		47	21	21
Upper girls	82	52	38	2%	25	15	3
Lower girls	83	34	56		34	12	1
Upper total	75	96	39	1%	44	25	6
Lower total	67	76	72		72	33	17

*Figures in this column indicate the level beyond which one could be confident that, according to the criterion used in the present study, a statistically significant difference between the percentages of responses existed. One degree of freedom was employed in applying statistical inference.

TABLE LII

FAVORITE RADIO PROGRAMS OF ACHIEVEMENT GROUPS

		Upper group preferences		Lower group preferences	
Group	Rank	Total weighted points	Program	Total weighted points	Program
Boys	1	18	Howard Miller	6	Bears' Football
	2	6	Bears' Football		
	3	5	Top 40		
Girls	1	13	Howard Miller	8	Top 40
	2	4 4	Alex Drier Baseball	6 6	Howard Miller Del Clark
Total	1	31	Howard Miller	6	Bears' Football
	2	8	Top 40	5	Top 40
	3	6 6	Baseball Football		
	4	5	Wally Phillips		

TABLE LIII

FAVORITE RADIO PROGRAMS OF MENTAL ABILITY GROUPS

		Upper group preferences		Lower group preferences	
Group	Rank	Total weighted points	Program	Total weighted points	Program
Boys	1	13	Football	5	Football
	2	11	Top 40		
	3	8	Howard Miller		
Girls	1	15	Howard Miller	14	Top 40
	2	11	Top 40		
	3	7	Baseball		
Total	1	23	Howard Miller	16	Top 40
	2	22	Top 40		
	3	17	Football		
	4	12	Baseball		

of a chi square of 6.315 made confidence in difference possible beyond the 2 per cent level. Again there appeared to be some suggestion that upper groups listened to a greater variety of radio programs than did lower groups.

Movies

While a great deal of statistical evidence that upper and lower groups differed in their choices of movies was not secured by the present study, that which was secured was greater in amount than that which was obtained in the areas of favorite television programs and favorite radio programs. Once again the variety of offerings perhaps contributed to the failure to secure statistically significant differences between upper and lower boys and between upper and lower girls, but the apparent greater similarity in choices of boys and girls made comparison between the total groups more feasible than in the area of television. Suggestion that differences did exist between upper and lower boys and upper and lower girls, however, could be taken from the favorite movies of upper and lower groups which were noticeably absent from the favorites of the lower and upper respectively, as was the case with regard to television programs. See Table LIV.

Achievement groups. The favorite movie offerings of the total achievement groups are given in Table LV. Using six degrees of freedom, comparison of the top choices of the upper and lower groups yielded a chi square of 25.969, this figure giving confidence beyond the 1 per cent level that a true difference in choices existed.

TABLE LIV

DIFFERENCES IN CHOICES OF FAVORITE MOVIES

	Achievement groups		Mental ability groups	
	None in lower group named these movies which ranked high with those in the upper group	None in upper group named these movies which ranked high with those in the lower group	None in lower group named these movies which ranked high with those in the upper group	None in upper group named these movies which ranked high with those in the lower group
Boys	Around the World in Eighty Days	Tarzan	Around the World in Eighty Days South Pacific	Cat on a Tin Roof I Married a Monster from Outer Space
Girls	Damn Yankees Vertigo	White Wilderness Inn of the Sixth Happiness Cat on a Tin Roof Say One for Me	The Reluctant Debutant Damn Yankees Around the World in Eighty Days	Cat on a Tin Roof Rock-a-bye Baby

TABLE LV

FAVORITE MOVIES OF TOTAL ACHIEVEMENT GROUPS

	Upper group preferences (84% return)		Lower group preferences (82% return)	
Rank	Total weighted points	Movie	Total weighted points	Movie
1	17	Around the World in Eighty Days	32	The Blob
	17	South Pacific		
2	12	Damn Yankees	20	Cat on a Tin Roof
3	10	The Blob	14	I Married a Monster from Outer Space
	10	Geisha Boy		
4	8	Bridge over the River Kwai	10	Geisha Boy
	8	Mardi Gras		
	8	Vertigo		
	8	The Reluctant Debutant		
5	7	The Defiant Ones	9	Bridge over the River Kwai
	7	The King and I		

Movie favorites of the boys in the achievement groups are presented in Table LVI, and of the girls in the achievement groups, in Table LVII. While statistically significant differences were not found between either the girls' or the boys' choices, the findings were interesting.

Mental ability groups. The favorite movie offerings given by the total mental ability groups are presented in Table LVIII. Using four degrees of freedom, a chi square of 18.232 was obtained in comparing the top choices of the upper and lower total groups, and such a chi square value made the difference in movie favorites of the groups significant beyond the 1 per cent level.

The movie choices of boys and girls in the mental ability groups are given in Tables LIX and LX, respectively. No statistically significant differences were obtained in comparing the listings of the upper with the lower in either instance.

Summary of Findings on Favorite Programs

In comparing the mass media favorites of upper groups and their respective lower groups, differences by statistical analysis were found to exist only between the radio programs chosen by the girls in the mental ability groups and between the movies chosen by the total achievement groups and the total mental ability groups.

While the comparison of the favorite mass media offerings of upper and lower groups yielded only a small amount of statistical evidence that there was a difference in the choices of these groups,

TABLE LVI

FAVORITE MOVIES OF BOYS IN THE ACHIEVEMENT GROUPS

	Upper group preferences (80% return)		Lower group preferences (80% return)	
Rank	Total weighted points	Movie	Total weighted points	Movie
1	9	The Blob	23	The Blob
2	8	South Pacific	12	I Married a Monster from Outer Space
3	7	Around the World in Eighty Days	10	Cat on a Tin Roof
	7	The Defiant Ones		
4	5	Cat on a Tin Roof	6	Geisha Boy
	5	Bridge over the River Kwai	6	Damn Yankees
			6	Tarzan
			6	Bridge over the River Kwai

TABLE LVII

FAVORITE MOVIES OF GIRLS IN THE ACHIEVEMENT GROUPS

	Upper group preferences (89% return)		Lower group preferences (90% return)	
Rank	Total weighted points	Movie	Total weighted points	Movie
1	10	Around the World in Eighty Days	12	Cat on a Tin Roof
2	9	Damn Yankees	9	Say One for Me
	9	South Pacific		
3	8	The Reluctant Debutant	6	Inn of the Sixth Happiness
	8	Vertigo	6	Mardi Gras
4	7	Mardi Gras	5	South Pacific
	7	Geisha Boy	5	White Wilderness

TABLE LVIII

FAVORITE MOVIES OF TOTAL MENTAL ABILITY GROUPS

	Upper group preferences (83% return)		Lower group preferences (78% return)	
Rank	Total weighted points	Movie	Total weighted points	Movie
1	20	Damn Yankees	27	The Blob
2	17	The Reluctant Debutant	15	Cat on a Tin Roof
3	14	South Pacific	10	Geisha Boy
4	12	Around the World in Eighty Days	9	I Married a Monster from Outer Space
5	10	The Blob	7 7	Mardi Gras Bridge over the River Kwai

TABLE LIX

FAVORITE MOVIES OF BOYS IN THE MENTAL ABILITY GROUPS

	Upper group preferences (76% return)		Lower group preferences (75% return)	
Rank	Total weighted points	Movie	Total weighted points	Movie
1	6	Bridge over the River Kwai	24	The Blob
2	5	Around the World in Eighty Days	13	Cat on a Tin Roof
	5	South Pacific		
	5	The Defiant Ones		
3	4	The Ten Commandments	3	I Married a Monster from Outer Space

TABLE LX

FAVORITE MOVIES OF GIRLS IN THE MENTAL ABILITY GROUPS

	Upper group preferences (89% return)		Lower group preferences (87% return)	
Rank	Total weighted points	Movie	Total weighted points	Movie
1	17 17	Damn Yankees The Reluctant Debutant	7	Cat on a Tin Roof
2	9 9	South Pacific The Blob	6 6	Mardi Gras The Blob
3	7	Around the World in Eighty Days	5 5	Geisha Boy Rock-a-bye Baby
4	6	Tommy and the Bachelor	4	South Pacific

differences were nevertheless suggested by other than statistical analysis. Failure to support such strong suggestions with conclusive statistical evidence was, perhaps, due in part to the great number of television and movie offerings from which the subjects could select their favorites, to the shortcoming of the subjects in distinguishing between radio stations and radio programs, and to the wide difference in the choices of boys as compared to those of the girls.

In general, the variables of educational achievement and mental ability did not seem to influence the suggestions. That is, similar findings were obtained for the upper achievement and the upper mental ability groups and similar findings were obtained for the lower achievement and lower mental ability groups.

II. FAVORITE PROGRAM TYPES

Since an examination of the specific favorite mass media offerings suggested that there was a difference in the choices of extreme groups, and since it was theorized that failure to secure statistically significant differences in their choices was partly due to the many different offerings which could be cited by the groups, it was speculated that classification of the offerings according to type of content or theme with subsequent statistical comparison might yield not only strong evidence of differences in choices but also additional information as to the appeal which mass media hold for extreme groups. Thus, the offerings cited by the groups as television, radio, and movie favorites were categorized according to type, and the resulting data were treated in the manner in which program names had been treated, the types being substituted for the names.

Television

As can be seen in Table LXI, all comparisons of the favorite television program types of upper and lower groups resulted in chi square values which represented confidence levels considered significant in the present study. That is, when the favorite television program types of the upper groups were statistically compared with the choices of the respective lower groups, statistical differences in preferences were found.

Achievement groups. The relative popularity of the various television program types in the total achievement groups is given in Table LXII. While both upper and lower groups appeared to have a considerable liking for westerns and popular music about equally, the remaining choices of television favorites were divergent. The upper achievement group exhibited a preference for offerings centered in themes of family situation, mystery, and drama; while the lower group expressed a liking for adventure, comedy, and cartoons. It will be recalled that the actual programs named by the boys and girls were distinctly divergent; and thus, it must be recognized that to an extent the choices of types by the total groups were a composite of the separate choices of the sexes. That is, a certain masking resulted in combining the boys' and girls' preferences to determine those of the total groups.

TABLE LXI

LEVELS OF CONFIDENCE IN DIFFERENCES OF CHOICE AMONG TELEVISION PROGRAM TYPES

	Achievement groups			Mental ability groups		
Choices of	Degrees of freedom	Value of x^2	Significant level of confidence*	Degrees of freedom	Value of x^2	Significant level of confidence*
Upper boys v. lower boys	6	16.717	2%	7	23.008	1%
Upper girls v. lower girls	6	14.896	5%	6	16.177	2%
Upper total v. lower total	7	42.140	1%	8	44.222	1%

*Figures in this column indicate the level beyond which one could be confident that, according to the criterion used in the present study, a statistically significant difference between the choices of the groups differed.

TABLE LXII

FAVORITE TELEVISION PROGRAM TYPES OF TOTAL ACHIEVEMENT GROUPS

	Upper group preferences (86% return)		Lower group preferences (83% return)	
Rank	Total weighted points	Program type	Total weighted points	Program type
1	64	western	65	adventure
2	40	family situation	54	western
3	39	mystery	46	popular music
4	33	popular music	34	comedy
5	24	drama	31	family situation
6	23	sports	23	mystery
7	20	adventure	19	cartoon
8	15	comedy	8 8	sports drama

In Table LXIII are presented the program types which boys in the achievement groups designated as favorites. While westerns, mysteries, and sports programs were chosen in relatively the same amount by both upper and lower boys, other choices varied, the lower boys exhibiting a stronger liking for adventure and a leaning toward cartoons and comedies rather than the more sophisticated desires of the upper boys for family situation, dramatic, and variety type programs.

The relative choices of favorite program types of the girls in the achievement groups are given in Table LXIV. As can be seen, programs dealing with family situations and popular music were primary in both the upper and lower groups, the differences coming in the secondary preferences. While the upper girls next cited programs typed as western, mystery, and drama, the lower girls next cited the less sophisticated types of programs—comedy and adventure.

Mental ability groups. Favorite television program types of the mental ability groups are given in Tables LXV, LXVI, and LXVII. The differences between the total upper mental ability group and the total lower mental ability group were quite similar to those seen in the total achievement groups with the exception of adventure type programs which ranked higher in the upper mental ability group than it did in the upper achievement group, this deviation resulting from the higher preference for adventure by the upper mental ability boys. Other than this, the choices of the sexes in mental ability groups generally followed the patterns discovered in the achievement groups.

TABLE LXIII

FAVORITE TELEVISION PROGRAM TYPES OF BOYS IN THE ACHIEVEMENT GROUPS

	Upper group preferences (93% return)		Lower group preferences (83% return)	
Rank	Total weighted points	Program type	Total weighted points	Program type
1	48	western	45	adventure
2	23	mystery	40	western
3	18 18	adventure sports	15 15	mystery sports
4	10	family situation	14	cartoon
5	9 9	drama variety	13	comedy

TABLE LXIV

FAVORITE TELEVISION PROGRAM TYPES OF GIRLS IN THE ACHIEVEMENT GROUPS

	Upper group preferences (89% return)		Lower group preferences (100% return)	
Rank	Total weighted points	Program type	Total weighted points	Program type
1	30	family situation	58	popular music
2	29	popular music	32	family situation
3	16 16	western mystery	23	comedy
4	15	drama	17	adventure
5	8	comedy	14	drama
6	6	movies	13	western

TABLE LXV

FAVORITE TELEVISION PROGRAM TYPES OF TOTAL MENTAL ABILITY GROUPS

	Upper group preferences (97% return)		Lower group preferences (91% return)	
Rank	Total weighted points	Program type	Total weighted points	Program type
1	56	family situation	69	western
2	43	popular music	64	adventure
3	41	western	44	popular music
4	32	adventure	25	family situation
5	24	drama	20 20	comedy mystery
6	22	sports	19	cartoon
7	21	mystery	15	sports
8	19	variety	6	drama

TABLE LXVI

FAVORITE TELEVISION PROGRAM TYPES OF BOYS IN THE MENTAL ABILITY GROUPS

	Upper group preferences (92% return)		Lower group preferences (88% return)	
Rank	Total weighted points	Program type	Total weighted points	Program type
1	29	adventure	61	western
2	27	western	57	adventure
3	16	sports	19	cartoon
4	11 11	mystery variety	17	mystery
5	10 10	drama comedy	15	sports

TABLE LXVII

FAVORITE TELEVISION PROGRAM TYPES OF GIRLS IN THE MENTAL ABILITY GROUPS

	Upper group preferences (100% return)		Lower group preferences (100% return)	
Rank	Total weighted points	Program type	Total weighted points	Program type
1	45	family situation	46	popular music
2	37	popular music	21	family situation
3	13	drama	20	comedy
4	12	comedy	15	adventure
5	11	western	13	western
6	9	mystery	8	mystery
7	8 8	variety movies	6	drama

Radio

Comparison of the favorite program types in the area of radio yielded less striking evidence of differences in choices of extreme groups. Once again the citing by the lower groups of radio stations rather than programs influenced the feasibility of applying the chi square technique to the respective listings. Nevertheless, greater evidence of differences in choices was at hand in comparing radio program types than when radio program names were compared, and subjective comparisons again yielded strong suggestion of differences.

Achievement groups. The favorite radio program types of the total achievement groups are presented in Table LXVIII. Using three degrees of freedom, comparison of the choices of the upper and lower groups resulted in a chi square of 8.7444, this figure providing confidence beyond the 5 per cent level that a true difference in choices existed. While both upper and lower groups appeared to use radio primarily for its popular musical offerings and secondarily for news and sports, the upper group appeared to use radio also for other reasons, in this instance for comedy and classical music.

The suggestion that the upper groups used radio to satisfy a possibly wider interest span was also encouraged by the listings of favorite radio program types of boys and girls separately, such to be seen in Tables LXIX and LXX, respectively. While statistical comparisons could not be made on either the girls' choices or the boys' choices, two interesting observations could be made from an examination of the choices

TABLE LVIII

FAVORITE RADIO PROGRAM TYPES OF TOTAL ACHIEVEMENT GROUPS

Rank	Upper group preferences (60% return) Total weighted points	Upper group preferences (60% return) Program type	Lower group preferences (25% return) Total weighted points	Lower group preferences (25% return) Program type
1	76	disc jockey	18	disc jockey
2	15	news	13	musical variety
3	12	sports	8	sports
4	7	comedy	7	news
5	5	classical music		

TABLE LXIX

FAVORITE RADIO PROGRAM TYPES OF BOYS IN THE ACHIEVEMENT GROUPS

	Upper group preferences (60% return)		Lower group preferences (17% return)	
Rank	Total weighted points	Program type	Total weighted points	Program type
1	47	disc jockey	8	sports
2	8	sports	7	news
3	7	news		
4	5 5	comedy classical music		
5	4	interviews		

TABLE LXX

FAVORITE RADIO PROGRAM TYPES OF GIRLS IN THE ACHIEVEMENT GROUPS

	Upper group preferences (59% return)		Lower group preferences (43% return)	
Rank	Total weighted points	Program type	Total weighted points	Program type
1	29	disc jockey	29	disc jockey
2	8	news	10	musical variety
3	4 4	music sports		

by sex. First, the choices in radio program types were quite similar comparing the boys with the girls; and second, the lower achievement boys expressed almost no preference for music. Lack of expression for preference for popular music on the part of the lower boys could not be accepted without question as evidence that interest in popular music was completely absent, however; for it will be recalled that this group often cited the radio stations which devoted much of their programming time to disc jockey shows.

Mental ability groups. With the exception of mental ability groups' failure to mention the use of radio for its news broadcasts and the lower boys' indication of interest in popular music, the favorite radio program types of the various mental ability groups were found to be similar to those of the achievement groups. See Tables LXXI, LXXII, and LXXIII. No statistically significant chi square values were obtained for the comparisons of the total groups or the groups of boys; but, using one degree of freedom, comparison of the girls' choices yielded a chi square value of 4.501, 4.501 giving confidence of real difference beyond the 5 per cent level. The chi square for the total groups' choices approached significance, however, in that its value indicated confidence in a difference could be had beyond the 10 per cent level.

Movies

As was found regarding comparisons of favorite television types of all groups, the comparison of extreme group choices of favorite movie offering types yielded chi square values indicative of confidence levels

TABLE LXXI

FAVORITE RADIO PROGRAM TYPES OF TOTAL MENTAL ABILITY GROUPS

	Upper group preferences (53% return)		Lower group preferences (31% return)	
Rank	Total weighted points	Program type	Total weighted points	Program type
1	59	disc jockey	35	disc jockey
2	29	sports	8	sports
3	10	comedy		
4	8	classical music		

TABLE LXXII

FAVORITE RADIO PROGRAM TYPES OF BOYS IN THE MENTAL ABILITY GROUPS

	Upper group preferences (48% return)		Lower group preferences (25% return)	
Rank	Total weighted points	Program type	Total weighted points	Program type
1	18	sports	10	disc jockey
2	17	disc jockey	8	sports
3	8	comedy	5	news
4	4	interview		

TABLE LXXIII

FAVORITE RADIO PROGRAM TYPES OF GIRLS IN THE MENTAL ABILITY GROUPS

	Upper group preferences (68% return)		Lower group preferences (44% return)	
Rank	Total weighted points	Program type	Total weighted points	Program type
1	42	disc jockey	28	disc jockey
2	11	sports	4	musical variety
3	6 6	western classical music		

considered significant in the present study. As can be seen in Table LXXIV, each difference could be accepted with confidence beyond the one per cent level.

Achievement groups. The relative popularity of the various movie offering types in the total achievement groups is given in Table LXXV. While both upper and lower achievement groups had approximately the same types of pictures in their listings of top favorites, the relative order of their apparent attractiveness varied. Comedy held similar status with both the upper and lower groups; but the upper achievement group ranked musicals and adult dramas higher than did the lower group which ranked family dramas and science fiction as the best liked movie offering types.

It can be seen from Tables LXXVI and LXXVII that in general the relative popularity of movie offering types in the achievement groups of the boys and of the girls, respectively, was similar to that found for the total achievement groups. The notable exception to this observation was the upper girls' preference for family drama ahead of adult drama.

Mental ability groups. Favorite movie offering types of the mental ability groups are given in Tables LXXVIII, LXXIX, and LXXX. The difference between the total upper mental ability group and the total lower mental ability group was quite similar to that found between the total achievement groups. With the exceptions of the varying, non-patterned relative positions of adult drama and family drama, the choices by sex reflected patterns similar to those of the total groups.

TABLE LXXIV

LEVELS OF CONFIDENCE IN DIFFERENCES OF CHOICE AMONG MOVIE OFFERING TYPES

	Achievement groups			Mental ability groups		
Choices of	Degrees of freedom	Value of x^2	Significant level of confidence*	Degrees of freedom	Value of x^2	Significant level of confidence*
Upper boys v. lower boys	5	35.715	1%	5	42.069	1%
Upper girls v. lower girls	6	23.437	1%	5	35.112	1%
Upper total v. lower total	8	48.768	1%	7	52.209	1%

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*Figures in this column indicate the level beyond which one could be confident that, according to the criterion used in the present study, a statistically significant difference between the choices of the groups differed.

TABLE LXXV

FAVORITE MOVIE TYPES OF TOTAL EDUCATIONAL ACHIEVEMENT GROUPS

	Upper group preferences (84% return)		Lower group preferences (91% return)	
Rank	Total weighted points	Movie type	Total weighted points	Movie type
1	74	musical	67	family drama
2	46	adult drama	60	science fiction
3	45	comedy	49	comedy
4	42	family drama	35	adult drama
5	16	mystery	34	musical

TABLE LXXVI

FAVORITE MOVIE TYPES OF BOYS IN THE ACHIEVEMENT GROUPS

	Upper group preferences (80% return)		Lower group preferences (80% return)	
Rank	Total weighted points	Movie type	Total weighted points	Movie type
1	38	adult drama	40	science fiction
2	26	musical	26	comedy
3	22	family drama	24	family drama
4	14	comedy	18	adult drama
5	12	science fiction	9	musical

TABLE LXXVII

FAVORITE MOVIE TYPES OF GIRLS IN THE ACHIEVEMENT GROUPS

	Upper group preferences (89% return)		Lower group preferences (90% return)	
Rank	Total weighted points	Movie type	Total weighted points	Movie type
1	48	musical	43	family drama
2	31	comedy	29	musical
3	20	family drama	23	comedy
4	9	mystery	21	adult drama
5	8 8	adult drama cartoon (Disney)	15	science fiction

TABLE LXXVIII

FAVORITE MOVIE TYPES OF TOTAL MENTAL ABILITY GROUPS

	Upper group preferences (83% return)		Lower group preferences (78% return)	
Rank	Total weighted points	Movie type	Total weighted points	Movie type
1	68	musical	48	family drama
2	60	comedy	43	science fiction
3	42	family drama	38	adult drama
			38	comedy
4	36	adult drama	22	musical
5	12	mystery	15	mystery
	12	western		

TABLE LXXIX

FAVORITE MOVIE TYPES OF BOYS IN THE MENTAL ABILITY GROUPS

	Upper group preferences (76% return)		Lower group preferences (75% return)	
Rank	Total weighted points	Movie type	Total weighted points	Movie type
1	27	family drama	38	science fiction
2	24	adult drama	28	adult drama
			28	family drama
3	23	musical	21	comedy
4	9	mystery	13	mystery
5	6	comedy	7	western
	6	western		

TABLE LXXX

FAVORITE MOVIE TYPES OF GIRLS IN THE MENTAL ABILITY GROUPS

	Upper group preferences (89% return)		Lower group preferences (87% return)	
Rank	Total weighted points	Movie type	Total weighted points	Movie type
1	49	comedy	28	comedy
2	43	musical	27	adult drama
3	15	family drama	25	family drama
4	9	science fiction	15	musical
5	6 6	adult drama western	8	science fiction

Summary of Findings on Favorite Program Types

In comparing the favorite types of mass media offerings of upper and lower groups, statistically significant differences between choices were found to exist with respect to those of the boys', girls', and total groups in the areas of television and movies. Significant differences in the area of radio were obtained for the choices of the total achievement groups and the girls' mental ability groups; and subjective analysis strongly suggested that greater returns on the number of responses citing actual radio programs rather than stations would have possibly resulted in statistically significant differences in the remaining groups.

In general, the variables of educational achievement and mental ability did not seem to be a significant factor in the findings of the respective upper and lower groups. That is, findings in the upper groups were similar regardless of their coming from an upper achievement group or an upper mental ability group; and, findings in the lower groups were similar regardless of their coming from a lower achievement group or a lower mental ability group.

The findings indicated that the differences ascertained were not differences of complete divergence, but rather differences of secondary and/or supplementary nature. With regard to favorite television program types, both upper and lower groups expressed great preference for westerns and popular music; with regard to favorite radio program types, both upper and lower groups expressed great preference for popular music and sports; and with regard to favorite movie offering types, both upper and lower groups expressed fairly equal preference for comedy and drama.

In the citing of favorite television program types, the upper group expressed a supplementary liking for offerings which could be categorized as family situation, drama, or variety, while the lower group expressed a supplementary liking for offerings which could be categorized as adventure, comedy, or cartoon. In the citing of favorite radio program types, the upper group appeared to turn to radio in secondary areas such as news, comedy, and interviews, while the lower appeared not to turn to radio for other than their primary interests in popular music and sports offerings. In the citing of favorite movie offering types, the upper group expressed primary interest in musicals and little interest in science fiction, while exactly the reverse was found to exist in the lower group.

For the most part, sex differences were at a minimum with regard to choices of favorite offering types in the areas of radio and movies. Such was not true in the area of television where distinct differences by sex were apparent. While both upper and lower boys expressed primary interest in westerns, mysteries, and sports type of programs, secondary choices diverged, the upper boys preferring drama and variety and the lower boys preferring cartoons. And while both the upper and lower girls expressed primary interest in television programs dealing with family situations and popular music, their secondary choices also took different paths, the upper girls tending to cite dramatic programs as favorites and the lower girls tending to cite programs centered about a comical or adventuresome theme.

III. REASONS FOR CHOICE OF PROGRAM FAVORITES

In exploring the appeal of mass media to the extreme groups of the study, it was hoped that investigation of the reasons for choices of favorite offerings would reveal additional information concerning the interests of the groups, the reasons for choice, perhaps, reflecting indirectly certain needs which the various groups had. Thus, the reasons given by the subjects for liking the various offerings were categorically typed and subsequently tabulated. The categories of reasons presented in the tables to follow are, with one exception, self-explanatory. One category requires definition, and that is the one referred to as "specific type." "Specific type" was the classification assigned to such responses of reasons for liking specific programs as "because it is a comedy," "because it is a western," "because it has good recordings," and "because I like football."

While the reasons for choosing various television programs were being typed and tabulated, another tabulation on reasons per group was kept. The total number of reasons given by each group and the number of essentially different words or reasons given within the total number were noted. Results of this tabulation are given in Table LXXXI, and they indicate that the upper groups perhaps were not only more extensive in their giving of reasons for choosing certain programs as favorites but also more articulate in stating the reasons for their choices.

Television

The present study affords some evidence that there was a difference

TABLE LXXXI

NUMBER AND VARIETY OF REASONS GIVEN FOR TELEVISION PROGRAMS NAMED AS FAVORITES

	Achievement groups			Mental ability groups		
	Number of			Number of		
	Persons giving reasons	Total reasons given	Different reasons/ words used	Persons giving reasons	Total reasons given	Different reasons/ words used
Upper boys	29	47	25	22	34	16
Lower boys	28	33	12	33	39	11
Upper girls	25	40	15	25	42	15
Lower girls	28	33	9	22	32	9
Upper total	54	87	29	53	82	23
Lower total	52	62	15	47	57	12

in the reasons which extreme groups had for naming the favorite programs which they did. Statistically significant differences were obtained when comparing the reasons of the upper total achievement group with those of the lower total achievement group and when comparing the reasons of the upper total mental ability group with those of the lower total mental ability group. Such was not the case when comparisons were made between the upper and lower boys' reasons or the upper and lower girls' reasons, however, but it can be speculated that larger groups in each of the sexes might have yielded statistically significant chi square values for the differences in reasons of upper and lower groups of each sex.

Achievement groups. Table LXXXII is an accounting of the reasons which the total achievement groups gave for citing the program favorites that they did. Using five degrees of freedom, a chi square value of 14.680 was obtained in comparing the reasons given by the upper and lower groups, such a value assuring difference beyond the 2 per cent level of confidence. It appears that while the primary reasons—interesting, funny, specific type, and excitement—were common to both groups, the secondary reasons were the ones which differed. The upper group seemed to base selection on the performers who were featured in a program while the lower group seemed to choose a program simply because it was "good."

From a study of Tables LXXXIII and LXXXIV, in which the reasons of the boys and girls are presented respectively, it is apparent that the total groups' reasons discussed above were somewhat of a composite,

TABLE LXXXII

REASONS GIVEN FOR TELEVISION PROGRAMS NAMED AS FAVORITES BY THOSE IN THE TOTAL ACHIEVEMENT GROUPS

	Upper group (95% return)		Lower group (85% return)	
Rank	Total weighted points	Reason	Total weighted points	Reason
1	32.0	interesting	31.0	interesting
2	26.5	specific type	23.0	funny
3	17.5	funny	22.5	specific type
4	16.0	like the performers	22.0	exciting
5	13.5	exciting	21.0	good
6	12.5	adventuresome	4.5	like the performers

TABLE LXXXIII

REASONS GIVEN BY BOYS IN ACHIEVEMENT GROUPS FOR TELEVISION PROGRAMS NAMED AS FAVORITES

	Upper group (93% return)		Lower group (80% return)	
Rank	Total weighted points	Reason	Total weighted points	Reason
1	16.0	interesting	15.0 15.0	interesting good
2	13.5	specific type	14.5 14.5	exciting funny
3	12.0	exciting	6.0	specific type

TABLE LXXXIV

REASONS GIVEN BY GIRLS IN ACHIEVEMENT GROUPS FOR TELEVISION PROGRAMS NAMED AS FAVORITES

	Upper group (93% return)		Lower group (93% return)	
Rank	Total weighted points	Reason	Total weighted points	Reason
1	16.0	interesting	25.0	interesting
2	15.0	like the performers	22.5	specific type
3	13.5	funny	12.0	good
4	13.0	specific type	8.5	funny

that is a masking of sex choices took place to some degree in combining the reasons of the boys and the girls to obtain the reasons for the total group. The boys were largely responsible for contributing the reason "exciting" to the total, while the girls were responsible for contributing "like the performers." The main difference noted in comparing the reasons of the upper boys with those of the lower boys and the reasons of the upper girls with those of the lower girls was again the predominant use of the word "good" by each of the lower groups.

It will be recalled that the upper groups were found to have given more different kinds of reasons than the lower groups, but these different reasons in the tabulations were not common enough among the upper groups to earn them point values large enough to warrant their being placed in the summaries. Examples of these reasons which were given by those in the upper groups are "because it has good acting," "because it relaxes me," and "because it is original." Knowing that the upper groups gave both more and different reasons, and learning that the lower groups leaned heavily on the word "good" to express the why of their choices, two possibilities presented themselves. First, the upper groups may have been more discriminatory in their reasons for program selection, thus causing the significant chi square values for the total groups truly to be "significant." Or, second, the significant chi square values may simply have been a product of the upper groups' greater facility with vocabulary and/or language.

Mental ability groups. This same thinking needed to be applied in evaluating the reasons for choice of the upper total mental ability group against those of the lower total mental ability group. In Table LXXXV it can be seen that the common reasons given by the upper and lower groups alike were specific type, interesting, exciting, funny, and enjoyable, that the different reasons were simply "good" for the lower but "show real life situations," "like the performers," and "adventuresome" for the upper group. Thus, the securing of a significant chi square value (20.217 using seven degrees of freedom was significant beyond the 1 per cent level of confidence) in comparing the reasons given by the total upper and total lower mental ability groups may also have been the result of a real difference in terms of the purposes of the present study or a result of simply vocabulary and/or language facility.

Again a masking effect was suspected in the reasons given by the total groups, Tables LXXXVI and LXXXVII giving the reasons of the boys and the girls in the mental ability groups respectively, revealing that the boys again contributed the reason "exciting" and that the girls again contributed the reason "like the performers."

Radio

Statistical analysis could not be made regarding the reasons given by the subjects for their choices of radio programs since the number giving reasons other than "specific type" was very small, the rather poor returns contributing further to this lack of reasons. Both upper and lower groups appeared to have listened to the radio either

TABLE LXXXV

REASONS GIVEN FOR TELEVISION PROGRAMS NAMED AS FAVORITES
BY THOSE IN THE TOTAL MENTAL ABILITY GROUPS

	Upper group (936 returns)		Lower group (855 returns)	
Rank	Total weighted points	Reason	Total weighted points	Reason
1	30.5	specific type	31.5	interesting
2	29.5	interesting	24.0	specific type
3	14.5	funny	19.0	exciting
4	10.0	show real life situations	16.5	funny
5	9.5 9.5	like the performers adventuresome	16.0	good
6	9.0 9.0	exciting enjoyable	10.0	enjoyable

TABLE LXXXVI

REASONS GIVEN BY BOYS IN MENTAL ABILITY GROUPS FOR TELEVISION PROGRAMS NAMED AS FAVORITES

	Upper group (88% return)		Lower group (83% return)	
Rank	Total weighted points	Reason	Total weighted points	Reason
1	15.0	interesting	27.0	interesting
2	8.5	funny	17.0	exciting
3	7.5	exciting	14.0	funny
4	7.0	adventuresome	13.0	good
5	6.5	specific type	9.0	specific type

TABLE LXXXVII

REASONS GIVEN BY GIRLS IN MENTAL ABILITY GROUPS FOR TELEVISION PROGRAMS NAMED AS FAVORITES

Rank	Upper group (895 return)		Lower group (966 return)	
	Total weighted points	Reason	Total weighted points	Reason
1	21.0	specific type	19.5	specific type
2	11.5	interesting	13.0	enjoyable
3	7.5	good	7.5 7.5	funny adventure-some
4	6.5	like the performers	7.0	interesting
5	5.5	show real life situations	4.0	good

because it had good music or because it had sports in the same proportion that the tabulation of radio program types showed them to have preference for these programs. The reasons given for radio favorites are presented in Tables LXXXVIII and LXXXIX.

Possibly the only suggestion of difference came from the apparent stating by the upper groups of more secondary reasons for their choice of radio programs. This seemed logical in light of the suggestion already entertained that while both the upper and lower groups used radio extensively for its offerings of popular music and sports, the upper groups appeared to use it for other offerings also.

Movies

The reasons given by the various groups for citing movie offerings as favorites are presented in Tables XC and XCI. No statistical evidence of difference was obtained in the comparisons which were feasible, but perhaps this was a result of the relatively poor returns rather than the existence of no real difference in stated reasons. Both upper and lower groups seemed to have based their movie choices on the offerings having been interesting, funny, or of a specific type, but the reason "exciting" seemed to be more prominent in the lower groups than in the upper.

Summary of Findings on Reasons for Choice of Program Favorites

In comparing the reasons of extreme groups for choice of mass media offerings as favorites, statistically significant differences were

TABLE LXXXVIII

REASONS GIVEN BY ACHIEVEMENT GROUPS FOR RADIO PROGRAMS/STATIONS NAMED AS FAVORITES

	Upper group			Lower group		
Group	Per cent return	Number who gave reason	Reason	Per cent return	Number who gave reason	Reason
Boys	77	17	specific type	49	11	specific type
		5	interesting		2	good
Girls	82	21	specific type	83	24	specific type
		3	funny		1	like the performer
Total	81	39	specific type	59	31	specific type
		6	interesting			
		6	funny			

TABLE LXXXIX

REASONS GIVEN BY MENTAL ABILITY GROUPS FOR RADIO PROGRAMS/STATIONS NAMED AS FAVORITES

	Upper group			Lower group		
Group	Per cent return	Number who gave reason	Reason	Per cent return	Number who gave reason	Reason
Boys	68	15	specific type	57	19	specific type
		3	interesting		2	good
Girls	75	19	specific type	83	19	specific type
		3	funny		2	interesting
Total	72	37	specific type	65	33	specific type
		5	interesting		2	interesting
		4	funny			

TABLE XC

REASONS GIVEN BY ACHIEVEMENT GROUPS FOR MOVIES NAMED AS FAVORITES

	Upper group			Lower group		
Group	Per cent return	Number who gave reason	Reason	Per cent return	Number who gave reason	Reason
Boys	67	6	specific type	54	7	funny
		5	funny		5	exciting
		5	adventuresome			
Girls	85	10	interesting	70	8	interesting
		9	funny		4	exciting
Total	75	14	funny	57	9	interesting
		13	specific type		8	exciting
		12	interesting		8	funny
					7	specific type

TABLE XCI

REASONS GIVEN BY MENTAL ABILITY GROUPS FOR MOVIES NAMED AS FAVORITES

	Upper group			Lower group		
Group	Per cent return	Number who gave reason	Reason	Per cent return	Number who gave reason	Reason
Boys	48	4	exciting	60	8	exciting
		3	good acting		6	funny
		3	funny		5	interesting
		3	adventuresome			
Girls	75	12	interesting	83	5	good
		6	funny		4	interesting
		6	specific type		4	exciting
Total	61	14	interesting	65	11	exciting
		8	funny		7	specific type
		7	specific type		7	interesting

obtained only for the total achievement groups and the total mental ability groups with regard to reasons for television choices. The determination of the reason for difference was problematical in that the difference might have been a reflection of difference in the articulation ability of the upper and lower groups. Lack of response, reflected by percentages of return, may have been responsible for failure to secure statistical evidence of difference in stated reasons given for choices among radio programs and movies.

In general, the variables of educational achievement and mental ability did not seem to be significant factors in the findings among the extreme groups.

With regard to television, upper and lower groups both reported program choice was based on its being interesting, funny, exciting, or of a specific type which they generally liked. The upper groups then gave liking for the performers as a reason for choice while the lower groups reported that their choices were a result of programs being "good." With regard to radio, upper and lower groups both reported choices were based on the offering being either one which afforded popular music or games of sport, and the upper group tended also to give secondary reasons. With regard to movies, upper and lower groups both reported choices were based on content which was interesting, funny, or of a specific type which they liked, and the lower group seemed also to base choice on content providing excitement.

The only prominent sex difference was found in the area of television where findings suggested that girls chose programs because of the performers featured while the boys chose them because they were of an exciting nature.

IV. DISLIKED PROGRAMS

The investigation of disliked mass media offerings as an avenue for exploring the appeal of mass media to extreme groups of educational achievement and to extreme groups of mental ability was rather unproductive.

With respect to television, the small number of specific programs cited more than once negated the possibilities for statistical comparison. While the meager findings given in Tables XCII and XCIII warrant only speculation, such is, nevertheless, interesting. In light of the upper groups' failure to identify science fiction as a favorite movie type, their inclination to cite Shock Theatre as a disliked program may have been an additional indication of the level of their development, the rejection of the fantastic indicating reliance on the more realistic as an avenue of satisfaction. After a fashion the lower groups' dislike of Mickey Mouse may have reflected a similar striving at a lower level, the rejection of the "childish" or "juvenile" indicating their quest for maturity.

The disliked offerings cited were for the most part those which had appeared to be relatively popular among the lists of favorite offerings, so perhaps the expressions of rejection were those of the minority indicating dislike for offerings which they knew to be the favorites of their peers. Further support for this consideration was

TABLE XCII

DISLIKED TELEVISION PROGRAMS OF THE ACHIEVEMENT GROUPS

	Per cent return	Number of programs cited	Number of programs cited more than once	Disliked programs: Most often cited	Disliked programs: Number of times cited
Upper boys	60	35	4	Meet the Press	3
				Maverick	3
				Shock Theatre	3
Lower boys	71	59	8	Mickey Mouse	5
Upper girls	63	36	4	Shock Theatre	4
Lower girls	80	54	13	Mickey Mouse	6
Upper total	61	71	8	Shock Theatre	7
Lower total	74	111	20	Mickey Mouse	9

TABLE XCIII

DISLIKED TELEVISION PROGRAMS OF THE MENTAL ABILITY GROUPS

	Per cent return	Number of programs cited	Number of programs cited more than once	Disliked programs: Most often cited	Disliked programs: Number of times cited
Upper boys	64	29	2	Shock Theatre	3
Lower boys	68	63	9	Mickey Mouse	5
Upper girls	84	46	5	Ed Sullivan Omnibus	3 3
Lower girls	78	41	5	Shock Theatre Howdy Doody	3 3
Upper total	74	78	9	Shock Theatre	6
Lower total	69	90	13	Mickey Mouse	6

to be seen in the lower percentages of return on questions requesting disliked offerings. Also, some responded to the requests with such as "I like them all."

As can be seen in Table XCIV, the percentages of return negated the possibilities for statistical comparisons between extreme groups' responses regarding disliked radio and movie offerings as well as any subjective analysis of the meager data obtained.

V. DISLIKED PROGRAM TYPES

The investigation of disliked offering types as an avenue for exploring the appeal of mass media to extreme groups of educational achievement and to extreme groups of mental ability was also rather unproductive. The method of investigation was similar to that used in the study of favorite program offerings, i.e. the disliked programs were categorised and then treated as types. The resulting data failed to yield information comparable to that obtained through the study of favorite program types, however.

The categories of television programs disliked by the various groups are given in Tables XCV through C. The amount of data for the boys separately and for the girls separately precluded statistical comparison of disliked types, and the data for the total groups failed to be statistically significant when the listings of the upper were compared with those of the lower.

Examination of the data on disliked television program types revealed that aside from news and "juvenile" programs, the categories

TABLE XCIV

PERCENTAGES OF RETURN TO QUESTIONS REQUESTING NAMES OF DISLIKED RADIO PROGRAMS AND MOVIES

	Per cent of achievement groups responding with disliked		Per cent of mental ability groups responding with disliked	
	radio programs	movies	radio programs	movies
Upper boys	17	27	16	12
Lower boys	17	6	23	10
Upper girls	26	26	21	21
Lower girls	20	30	35	22
Upper total	21	26	19	16
Lower total	18	15	29	11

TABLE XCV

TELEVISION PROGRAM TYPES DISLIKED BY TOTAL ACHIEVEMENT GROUPS

	Upper group dislikes (61% return)		Lower group dislikes (74% return)	
Rank	Number of times cited	Program type	Number of times cited	Program type
1	10	mystery	20 20	cartoon juvenile
2	9 9	news western	14	variety
3	8 8 8	quiz variety juvenile	11	quiz
4	7	comedy	9	news
5	6	drama	7	adventure
6	5	cartoon	6 6	western mystery

TABLE XCVI

TELEVISION PROGRAM TYPES DISLIKED BY BOYS IN ACHIEVEMENT GROUPS

	Upper group dislikes (60% return)		Lower group dislikes (71% return)	
Rank	Number of times cited	Program type	Number of times cited	Program type
1	7	news	12	juvenile
2	5 5	western quiz	11	variety
3	4	variety	8	cartoon
4	3 3 3	mystery cartoon juvenile	7	news

TABLE XCVII

TELEVISION PROGRAM TYPES DISLIKED BY GIRLS IN ACHIEVEMENT GROUPS

	Upper group dislikes (63% return)		Lower group dislikes (74% return)	
Rank	Number of times cited	Program type	Number of times cited	Program type
1	7	mystery	14	cartoon
2	6	comedy	7	quiz
3	5	juvenile	6	juvenile
4	4 4 4	quiz variety western	5 5	western adventure

TABLE XCVIII

TELEVISION PROGRAM TYPES DISLIKED BY TOTAL MENTAL ABILITY GROUPS

	Upper group dislikes (74% return)		Lower group dislikes (69% return)	
Rank	Number of times cited	Program type	Number of times cited	Program type
1	13	western	17	cartoon
2	12 12	news variety	15	news
3	10	mystery	12	variety
4	8	drama	9	western
5	7 7	cartoon comedy	8	music
6	6 6	music juvenile	7	juvenile

TABLE XCIX

TELEVISION PROGRAM TYPES DISLIKED BY BOYS IN MENTAL ABILITY GROUPS

	Upper group dislikes (64% return)		Lower group dislikes (74% return)	
Rank	Number of times cited	Program type	Number of times cited	Program type
1	7	news	14	news
2	5	mystery	13	cartoon
3	4	western	8	variety
4	3 3 3 3 3 3	juvenile variety educational cartoon documentary quiz	7	music

TABLE C

TELEVISION PROGRAM TYPES DISLIKED BY GIRLS IN MENTAL ABILITY GROUPS

	Upper group dislikes (84% return)		Lower group dislikes (78% return)	
Rank	Number of times cited	Program type	Number of times cited	Program type
1	9	variety	9	western
2	8	western	7	juvenile
3	5	news	6	sports
	5	drama	6	variety
4	4	music	4	news
	4	documentary	4	quiz
	4	cartoon	4	cartoon

ranking high in disfavor were paradoxically those which were secondary favorites of the groups. Yet, in the listing of disliked types, cartoons ranked rather high in the lower groups. This seemed to suggest that expressions of disfavor were directed more toward definite programs rather than types. For example, Mickey Mouse was reported as being disliked by the lower groups and Disneyland was reported as one of their favorites. Both Mickey Mouse and Disneyland were of a cartoon nature.

Transposition of the disliked radio programs and movie offerings into types yielded data too meager for even subjective analysis, and no doubt the percentages of return contributed largely to this situation.

VI. REASONS FOR DISLIKING PROGRAMS

Just as examination of the data regarding disliked programs and disliked program types was unproductive, so was examination of the data regarding the reasons for disliking the rejected offerings. While the percentages of return were greater for television dislikes than they were for radio and movie dislikes (see Table CI), the tabulated responses were too small within each category of reason to make statistical comparison between the reasons of upper and lower groups. The data which were assembled in the area of television did not suggest a difference in the reasons given by the upper groups for disliking offerings as compared to those given by the lower groups, even by subjective analysis. All groups seemed to justify their rejections on the basis of programs being either dull, uninteresting, boring, childish, stupid, ridiculous, or of a specific type which they generally disliked.

TABLE CI

PERCENTAGES OF RETURNS TO QUESTIONS REQUESTING REASONS MASS MEDIA OFFERINGS WERE DISLIKED

	Per cent of achievement groups responding with reasons for rejecting offerings identified as disliked in the medium:			Per cent of mental ability groups responding with reasons for rejecting offerings identified as disliked in the medium:		
	television	radio	movies	television	radio	movies
Upper boys	73	17	27	76	16	12
Lower boys	66	17	6	57	23	10
Upper girls	70	26	26	71	21	21
Lower girls	76	20	30	78	35	22
Upper total	72	21	26	74	19	16
Lower total	72	18	15	62	29	11

VII. DESIRES FOR NEW PROGRAM OFFERINGS

Just as it was hoped that investigation of favorite mass media offerings, the reasons for such, disliked offerings, and the reasons for such would contribute to understanding of the appeal which mass media have for extreme groups of educational achievement and extreme groups of mental ability, so it was hoped that exploration of desires for new program offerings would contribute to the understanding of mass media's appeal to young people. It was also speculated that such desires might reflect needs of the groups which were not already being met by one or more of the mass media investigated in the present study.

Television

Examination of the desires for new television programs revealed that approximately three-fourths of those responding gave suggestions for new television programs. See Tables CII and CIII. Considering the return, however, perhaps the conclusion that only about one-half of those in the groups had suggestions to make was warranted. There was no statistical evidence that upper groups had more suggestions to make than did lower groups, although such was the trend.

Desires for truly new programs were not uncovered. Categorizing the responses, it was found that the suggestions were merely to have more of the types of programs already available. Sex difference reflected the choices which have already been presented. For example, the boys reported wanting more of such as Steve Canyon, and the girls reported wanting more of such as Father Knows Best.

TABLE CII

DESIRES FOR NEW TELEVISION PROGRAMS BY ACHIEVEMENT GROUPS

		Per cent of return who		
	Per cent return	Reported "none"	Gave a suggestion	Program types most often suggested
Upper boys	80	25	75	sports, adventure and education
Lower boys	60	33	67	adventure, western and comedy
Upper girls	74	20	80	family situation, comedy
Lower girls	57	24	76	family situation, adventure
Upper total	77	23	77	family situation, sports and adventure
Lower total	54	24	76	adventure, family situation

TABLE CIII

DESIRES FOR NEW TELEVISION PROGRAMS BY MENTAL ABILITY GROUPS

	Per cent return	Per cent of return who Reported "none"	Per cent of return who Gave a suggestion	Program types most often suggested
Upper boys	88	32	68	adventure, sports
Lower boys	60	29	71	adventure, sports
Upper girls	54	20	80	family situation, comedy
Lower girls	57	31	69	family situation, adventure
Upper total	70	30	70	adventure, family situation
Lower total	60	27	73	adventure, family situation

Radio

Examination of the data regarding suggestions for new radio programs failed to reveal that radio was considered truly insufficient in the programs being offered.

Achievement groups. Investigation of the desires for new radio programs revealed that approximately two-fifths of the upper achievement groups and one-fourth of the lower achievement groups gave suggestions for new radio programs. See Table CIV. Two comparisons yielded significant differences in the number of responses given--using one degree of freedom comparison of the per cent of boys responding yielded a chi square of 5.932 (2 per cent level of confidence), and comparison of the per cent of the totals responding yielded a chi square of 4.610 (5 per cent level of confidence). But the real significance of the difference in the upper groups giving more suggestions was not apparent since the boys failed to agree at all on the type of program wanted, no two giving the same suggestion. It should be recognized that with the low percentages of return only one-fifth of the entire upper groups and less than one-tenth of the entire lower groups actually gave suggestions. This may have accounted for the failure to secure important findings. The upper and lower girls agreed on a desire for more musical radio programs. Typical of their suggestions were such as "more rock 'n roll," and "more up to date [sic] recordings."

Mental ability groups. Investigations of the desires for new radio programs by those in the groups of mental ability revealed that

TABLE CIV

DESIRES FOR NEW RADIO PROGRAMS BY ACHIEVEMENT GROUPS

		Per cent of return who		
	Per cent return	Reported "none"	Gave a suggestion	Program types most often suggested
Upper boys	50	60	40	-----*
Lower boys	37	77	23	-----*
Upper girls	52	64	36	music
Lower girls	43	77	23	music
Upper total	51	62	38	music
Lower total	36	77	23	music

*No program type cited by more than one subject.

approximately three-tenths of those responding had suggestions. See Table CV. Once again, however, the percentages of return reduced the fraction of the entire group making suggestions, in this instance to only slightly more than one-tenth. No statistical differences in the percentages responding in the upper and lower groups were obtained.

Except for the lower mental ability boys' group in which two boys said they wanted more programs of Amos 'n Andy, the mental ability groups agreed on wanting more musical programs on the radio. Having already registered that they used radio for its musical offerings, then, in radio, as in television, groups expressed no truly new desires for programs.

VIII. SUMMARY ON THE APPEAL OF MASS MEDIA

Data in Chapter V have been presented for the purpose of answering the question "Was there a difference in the appeal which mass media held for the extreme groups of educational achievement and the extreme groups of mental ability?" Identification of the appeal was approached through a determination of the offerings which were well liked and which were disliked, the reasons for preferences and rejections of these offerings, and an attempt to discover which desired offerings were lacking in the fare of the media.

Findings

In general, the variables--educational achievement and mental ability--did not seem to influence the findings with regard to those

TABLE CV

DESIRES FOR NEW RADIO PROGRAMS BY MENTAL ABILITY GROUPS

		Per cent of return who		
	Per cent return	Reported "none"	Gave a suggestion	Program types most often suggested
Upper boys	60	67	33	music
Lower boys	38	73	27	comedy
Upper girls	39	64	36	music
Lower girls	43	80	20	music
Upper total	51	69	31	music
Lower total	38	71	29	music

obtained in upper groups and lower groups. As was discovered in the comparisons dealing with the amount and distribution of time discussed in Chapter IV, if differences were found to exist between upper and lower educational achievement groups, similar differences were found to exist between the upper and lower mental ability groups. Thus, once again in summarizing, reference to an upper group refers to either an upper achievement or an upper mental ability group; and conversely, reference to a lower group refers to either a lower achievement or a lower mental ability group.

Favorite programs. In the present study, the comparisons of lists of favorite programs of upper and lower groups did not result in conclusive evidence that there was a difference in the favorite mass media offerings of the upper groups compared to those of the lower groups. However, subjective analysis definitely suggested the possibilities of real differences between the choices of upper and lower groups--boys, girls, and totals. While comparable upper and lower groups were found to have some common favorites, they also seemed to cite programs which were not mentioned at all by the opposite group. The specific programs on which the groups seemed to differ were those that could be thought of as adult-slanted or child-slanted, and it appeared that upper groups chose the adult-slanted while the lower chose the child-slanted.

There was some evidence that upper groups cited actual radio programs by name more than the lower groups which cited merely radio stations.

The greatest differences were revealed in the choices of the boys compared to those of the girls. Of the three media, sex differences seemed to be greatest in the attraction to specific television programs, somewhat less in the attraction to specific movies, and least in the attraction to specific radio offerings.

Favorite program types. Converting the offering names to types of programs and comparing the choices of types among the extreme groups yielded conclusive evidence with regard to television and movie offerings that upper groups were attracted to different types of fare than were the lower groups. And while totally conclusive evidence was lacking in the differences of choices of radio programs by the extreme groups, some evidence to this effect was compiled, and there was also strong suggestion that differences existed.

As was suggested by the findings with regard to specific programs, certain offering types were found to be liked by both upper and lower groups while certain other offering types were found to be liked by either the upper groups or the lower groups but not both. Both upper and lower groups seemed to turn to offerings which had content containing western themes, popular music, sports, comedy, and drama. The upper groups then expressed preference for fare that provided portrayal of family situations, news, interviews, and musical productions; while the lower groups then expressed preference for fare that provided adventure, cartoons, and science fiction.

Sex differences in the citing of favorite type of mass media offerings were minimal in the offerings of radio, slightly greater in the offering of movies, and greatest in the offerings of television. After expressing common interest in westerns, mysteries, and sports, the upper boys went on to express interest in drama and variety while the lower boys went on to express interest in cartoons; and after expressing common interest in family situations and popular music, the upper girls went on to express interest in dramatic programs while the lower went on to express interest in comedy and adventure type programs.

Reasons for choice of program favorites. There was some evidence and some suggestion that upper and lower groups had different reasons for citing the favorite offerings which they did. While it appeared that an offering had chance of favor in either upper or lower groups if it was interesting, funny, exciting, or of a specific type that generally appealed to that group, it seemed that its chances would be enhanced in the upper groups if it featured well-liked performers and in the lower groups if it were just "good." Since language facility could not be ruled out as a factor contributing to the differences in reasons given by upper and lower groups, however, there was caution in concluding that the different expressions of reasons actually represented different reasons for choices.

While expressing reasons in common for mass media choices, there was some indication that boys also chose their programs because of the excitement they provided while the girls also chose theirs because of an "idol" that was featured in it.

Disliked programs, disliked types, and the reasons for such. No statistical evidence and few suggestions resulted in the present study from inquiry into the differences of upper and lower groups' expressions regarding disliked programs; and thus, similar results were obtained from the attempt to probe disliked program types. While there was slight indication that rejections of offerings and the reasons for such might have differed among the upper and lower groups, the low percentages of return in supplying the needed data precluded the possibilities for satisfactory inquiry.

Desires for new program offerings. While approximately one-half of those in the groups gave suggestions for new television programs, closer examination of the data revealed that programs which were desired were not actually "new." Rather, the groups expressed a desire for more of the same types they were already viewing. Few of the subjects suggested that radio was lacking in its offerings, and those which did agreed that more music was desired.

Conclusions

Within the extreme groups investigated in the present study, the findings appeared to allow, to some degree, the following conclusions in answer to the questions posed in connection with the appeal of mass media:

1. That, of the avenues which were used in the present investigation to probe the appeal which mass media held for extreme groups, the most successful approach lay in the inquiry into the general types of favorite offerings.

2. That there was both some difference and some similarity in the choices of mass media offerings of extreme groups of achievement and mental ability.
3. That, while boys and girls shared many common choices in the offerings of radio, a considerable number of choices in movie offerings, and some common choices in television offerings, several other offerings were popular with either the boys or the girls but not both.
4. That, although upper and lower groups shared a liking for offerings typed as western, popular music, sports, and drama, upper groups also seemed to prefer mass media offerings typed as family situation, news, interview, and musical production (adult-slanted or more sophisticated programs), while the lower groups seemed also to prefer offerings typed as adventure, cartoon, and science fiction (less adult-slanted or less sophisticated programs).
5. That boys sought out offerings of western, mystery, and sport themes, while the girls were attracted to offerings supplying popular music and portraying family situations.
6. That, while extreme groups gave some reasons in common for liking mass media offerings, upper groups were more definitive and extensive than lower groups in the reasons given.
7. That both upper and lower groups were not as articulate in giving disliked offerings, types, and reasons for such as they were in giving preferred offerings, types, and reasons for such.
8. That both upper and lower groups had almost no desire for new types of mass media offerings.

Inferences

Insofar as the attraction to mass media offerings was a measure of the appeal which mass media held for the extreme groups of the study, insofar as this appeal reflected interests and needs of junior high school pupils which were being met by mass media, and insofar as the findings of the present study indicated real differences and similarities in the choices of mass media offerings, the following inferences, to an extent, could be allowed:

1. That, while each avenue of approach used in the present study to investigate the appeal of mass media had potential for contributing to an understanding of appeal, the method of scrutinizing favorite types of programs had the least number of inherent disadvantages and yielded the most useful data.
2. That mass media had certain qualities of attractiveness which appealed to junior high school pupils regardless of their extreme educational attainment or mental age, but that mass media had other qualities which appealed mainly either only to those of high achievement or ability or to those of low achievement or ability.
3. That mass media were appealing to both sexes because of the variety of developmental needs which they met.
4. That, although junior high school pupils of extreme achievement and/or ability sought offering types which perhaps reflected common needs that were satisfied by consumption of the same mass media offerings, extreme groups differed in turning to some offering types which suggested a divergence of needs based on their developmental level.

5. That, while boys at the junior high school level appeared to be reaching toward offerings with adult appeal in that they showed an interest in sports, their reliance on the need for excitement seemed to be greater than that of the girls who reflected greater maturity and social awareness in the offerings to which they were attracted.
6. That, ruling out greater language facility of upper groups over that of lower groups, junior high school pupils of high educational achievement and/or mental ability were somewhat more discriminatory than pupils of low educational achievement and/or mental ability in their reasons for selection of mass media offerings.
7. That, since relatively little of mass media's fare appeared to be unappealing to groups of either extreme, it was possible that junior high school boys and girls were not too discriminatory in their mass media usage and would accept what was offered regardless of content and quality.
8. That, in their failure to express desires for new programs, boys and girls, regardless of educational achievement or mental ability, were rather unaware of broader interests and needs which might have been met and satisfied through mass media.

CHAPTER VI

ASSOCIATIONS BETWEEN THE USE OF MASS MEDIA AND SCHOOL WORK

In order to determine whether or not mass media were associated with the academic endeavors of upper educational achievement and upper mental ability groups differently than they were associated with the academic endeavors of lower educational achievement and lower mental ability groups, the associations between mass media and three aspects of school work were investigated in the present study. These were the associations between: (1) mass media and home study; (2) mass media and classroom activities; and (3) mass media and its assistance with school work.

I. HOME STUDY

In the face of charges that mass media, particularly television at the present, are retarding or interfering with maximum educational efforts on the part of pupils, evidence is needed to establish the validity of such charges or discredit them. Certainly the time given to mass media by young people would seem to indicate that there is potential for slighting assignments given for mastery outside of the classroom, and thus there is a need to discover whether greater control of mass media usage at home has possibilities for increasing the amount of home study which is successfully attempted.

Encroachment on Study Time by Television

It will be recalled from Chapter IV that one attempt to gauge the possible encroachment of televiewing on other activities was through the analysis of responses to the question on the Interest Inventory Record, Form I, Part 2 which asked for completion of the sentence "If my TV set were broken, I would spend the time I usually give to watching TV....". Those responses which indicated that the subjects would have studied in the absence of opportunity to watch television are presented in Table CVI.

Achievement groups. It can be seen that less than one-fourth of the total achievement groups reported that they would have studied if their television sets had been broken. While it appeared that the girls in the lower achievement group might have had their study time interrupted most by television, no statistically significant difference between the upper and lower girls' percentages of responses was obtained, just as no statistically significant differences were obtained in the comparison of the percentages in the groups of boys or in the total groups.

Mental ability groups. Referring again to Table CVI, it can be seen that in the total mental ability groups, about one-fifth reported that in the absence of television they would have turned to study. Using one degree of freedom, no statistically significant differences were discovered between the percentages of upper and lower boys or between those of the upper and lower total groups who said they would have studied if television had not been available; but, a chi square of 7.706 (one degree of freedom) was obtained in comparing the percentages

TABLE CVI

INTERFERENCE OF TELEVISION WITH HOME STUDY

	Achievement groups		Mental ability groups	
	Per cent Return	Per cent who reported they would study if their TV sets were broken	Per cent Return	Per cent who reported they would study if their TV sets were broken
Upper boys	93	19	84	14
Lower boys	71	18	70	12
Upper girls	93	21	100	16
Lower girls	97	33	91	34
Upper total	93	23	93	15
Lower total	80	24	76	20

of upper and lower girls so saying, yielding confidence beyond the 1 per cent level that there was a real difference in the percentages. From this, it might have been concluded that television did differ in its ability to interfere with the amount of home study by the girls in the mental ability groups, the lower girls being more susceptible to its influence.

Use of Mass Media during Home Study

In reporting their use of mass media during home study, the various groups indicated that while they did their homework they televiewed either frequently, occasionally, or never and that they listened to the radio either frequently, occasionally, or never. In order to secure a quantitative measure of each group's mass media practices in relation to the assumed ideal practice of never watching or listening, point values were assigned to the three possible responses. The response of "never" was considered to have a point value of three; "occasionally," a point value of two; and "frequently," a point value of one. Comparison of the practices of respective upper and lower groups was made possible by the assumption that a response of "never" from each member of a group would have represented ideal practice by the group.

Achievement groups. The percentages of ideal practice in the use of mass media by the various groups of achievement are given in Table CVII. As can be seen, the total upper group appeared more ideal in its use of television than did the lower group, and the total lower

TABLE CVII

USE OF MASS MEDIA DURING HOME STUDY BY ACHIEVEMENT GROUPS

	Use of television		Use of radio	
	Per cent return	Per cent of ideal practice	Per cent return	Per cent of ideal practice
Upper boys	97	78	100	70
Lower boys	94	64	91	71
Upper girls	97	71	96	67
Lower girls	100	69	100	72
Upper total	97	75	98	68
Lower total	97	68	95	73

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group appeared to be more ideal in its use of radio than did the upper group. However, no statistically significant differences were found between the groups' reported practices.

Using one degree of freedom, a chi square of 4.104 was obtained for the difference in ideal practice between the upper and lower boys' use of television during home study. Confidence in difference could thus be held beyond the 5 per cent level. This was not surprising in light of the finding already presented that of all the groups in the present study, the boys with low achievement reported the highest mean televiewing hours per week. No statistically significant differences were found in the boys' use of radio or in the girls' use of either television or radio. No sex difference in the use of mass media by achievement groups was apparent.

While differences failed, with one exception, to be significant, it was to be noted that all groups were less than ideal in their mass media usage during home study. That is, some in each group reported that they either televiewed or listened to the radio frequently or occasionally while doing their homework.

Mental ability groups. The extent to which the mental ability groups were ideal in their use of mass media during home study could be inferred from the data presented in Table CVIII. As in the total achievement groups, the upper total mental ability group appeared more ideal in its use of television than did the lower total and less ideal in its use of radio, although the differences were very slight.

TABLE CVIII

USE OF MASS MEDIA DURING HOME STUDY BY MENTAL ABILITY GROUPS

	Use of television		Use of radio	
	Per cent return	Per cent of ideal practice	Per cent return	Per cent of ideal practice
Upper boys	96	72	100	72
Lower boys	95	66	92	72
Upper girls	100	66	96	67
Lower girls	91	73	95	71
Upper total	98	68	98	70
Lower total	95	67	94	73

No statistically significant differences were obtained when the percentage of ideal practice of any upper mental ability group was compared with that of the comparable lower group either in regard to television or radio usage, and sex differences were not apparent. Again, less than ideal usage was reported by every group.

II. CLASSROOM ACTIVITIES

The popularity of mass media suggests that it might have appeal in the classroom and thus enhance both motivation and accomplishment within academic pursuits. If this could be considered a reliable assumption, the present study gave opportunity to assess pupils' awareness of mass media usage in the classroom, which suggested the degree of effectiveness to which the media were so being employed.

Use of Movies in the Classroom

In reporting the use of movies in their classrooms, the various groups indicated that they saw movies either regularly, occasionally, or seldom. In order to secure a quantitative measure of each group's opinion as to the amount of movie-viewing to which they were exposed at school, point values were assigned to the three possible responses. The response of "regularly" was assigned a point value of three; "occasionally," a point value of two; and "seldom," a point value of one. Comparison of the opinions of respective upper and lower groups was made possible by the assumption that a response of "regularly" from each member of a group would have represented group opinion that maximum use of movies in the classroom was being made.

As can be seen in Table CIX, all the groups in the present study were of the opinion that about one-half of maximum use was being made of movies in the classroom. No statistically significant differences in respective upper and lower group opinions were found, and there seemed to be no difference in the opinions of the sexes.

Other Classroom Activities

The percentages of return on the question requesting a description of classroom activities related to mass media was poor, as can be seen in Table CX. The responses were too few and diverse to categorize and analyze even in a subjective manner.

III. ASSISTANCE WITH SCHOOL WORK

Since it can probably be assumed that the mass media have some offerings which have potential for contributing to school work, it is desirable to know whether or not there is a realization of this potential among the extreme groups of educational achievement and mental ability.

Television

It can be seen in Table CXI that approximately one-third of the subjects in the present study reported that they felt television was beneficial to them in their school work. With the exception of the significant difference obtained between the percentages of upper and lower boys in the achievement groups claiming that television was helpful

TABLE CIX

USE OF MOVIES IN THE CLASSROOM

	Achievement groups		Mental ability groups	
	Per cent return	Per cent of opinion that there was maximum use of movies	Per cent return	Per cent of opinion that there was maximum use of movies
Upper boys	97	50	96	50
Lower boys	86	56	92	57
Upper girls	85	52	89	53
Lower girls	93	49	78	54
Upper total	91	51	93	52
Lower total	88	52	91	56

TABLE CX

PERCENTAGES OF RETURN TO QUESTION ASKING FOR DESCRIPTION OF CLASSROOM ACTIVITIES RELATED TO MASS MEDIA

	Per cent of return in achievement groups	Per cent of return in mental ability groups
Upper boys	23	16
Lower boys	0	18
Upper girls	26	11
Lower girls	27	31
Upper total	25	14
Lower total	7	24

TABLE CXI

ASSISTANCE WITH SCHOOL WORK BY TELEVISION

	Achievement groups		Mental ability groups	
	Per cent return	Per cent who felt television helped with school work	Per cent return	Per cent who felt television helped with school work
Upper boys	100	36	96	33
Lower boys	94	21	100	32
Upper girls	94	40	89	32
Lower girls	97	45	91	43
Upper total	97	38	93	32
Lower total	95	31	98	33

to them (a chi square value of 4.808, using one degree of freedom, was obtained, and this value was significant beyond the 5 per cent level), there were no statistically significant differences in the differences in percentages of upper groups compared to those of the lower groups. It will be noted, however, that while sex differences were not great, the girls appeared to be receiving slightly more help with school work from television than were the boys.

Since not all who reported that television was of assistance in their school work provided names of helpful programs or program types or examples of how offerings were helpful, data in these areas were found to be too meager for effective organization and even subjective analysis. Nevertheless, the few responses were interesting in that they showed science shows to be named most often and in that the way in which programs helped was most often described simply as the information which they provided.

Radio and Movies

Tables CXII and CXIII present the percentages in the various groups of the present study who felt that radio and movies respectively had been helpful to them in their school work. Considering the high percentages of return, it seemed safe to conclude that neither radio nor movies were credited with being of much assistance to the subjects in their school work. While the data were of such a nature that statistical comparison could not be made, it appeared that upper and lower groups were in agreement regarding radio's and movie's non-usefulness to them

TABLE CXII

ASSISTANCE WITH SCHOOL WORK BY RADIO

	Achievement groups		Mental ability groups	
	Per cent return	Per cent who felt radio helped with school work	Per cent return	Per cent who felt radio helped with school work
Upper boys	100	0	100	4
Lower boys	91	6	95	8
Upper girls	100	7	89	4
Lower girls	97	3	87	10
Upper total	100	4	95	4
Lower total	95	3	93	8

TABLE CXIII

ASSISTANCE WITH SCHOOL WORK BY MOVIES

	Achievement groups		Mental ability groups	
	Per cent return	Per cent who felt movies helped with school work	Per cent return	Per cent who felt movies helped with school work
Upper boys	100	0	96	8
Lower boys	91	0	95	3
Upper girls	96	12	89	12
Lower girls	93	11	87	10
Upper total	98	5	93	11
Lower total	92	5	93	2

in their school work and that there were no differences so far as opinion by sex was concerned.

IV. SUMMARY ON ASSOCIATIONS BETWEEN MASS MEDIA AND SCHOOL WORK

Data in Chapter VI have been presented for the purpose of answering the question "Was the use of mass media associated with the academic endeavors of upper groups of achievement and mental ability in the same manner that usage was associated with the academic endeavors of lower groups of achievement and mental ability?" Three areas of academic endeavor were probed—home study, classroom activities, and assistance with school work.

Findings

To some extent the findings of the present study with regard to associations between the use of mass media and school work varied according to the variables, educational achievement and mental ability. However, unless such is especially noted in the following findings, conclusions, and inferences, it should be assumed that discussion refers to the groups of either variable, as in the preceding two chapters.

Home study. In the achievement groups, no statistical evidence was found to the effect that the ability of television to encroach on home study time varied according to whether the group was of high achievement or low achievement, about one-fourth of all groups reporting they would have studied if their television sets were not in working order. Some statistical evidence was obtained for television's ability to encroach differently on the study time of mental ability groups, however, in that there was found to be a statistically significant difference between the 16 per cent of upper girls and the 34 per cent of lower girls who reported that if their television sets had been broken they would have turned to doing homework. Some in all groups, regardless of sex or variable, reported that they would have studied in the absence of television.

With regard to the use of television during home study, it was found that all groups were less than ideal in their practice, ideal practice by definition being the doing of homework without simultaneous televiewing. While the more ideal practice reported by the upper achievement boys over the less ideal practice of the lower achievement boys was the only difference in practice which proved to be statistically significant, the same trend in practices appeared with respect to the girls in the achievement groups.

With regard to the use of radio during home study, it was found that all groups were less than ideal in their practice, ideal practice by definition being the doing of homework without simultaneous radio listening. No statistically significant differences in practices of upper and lower groups were found, but there was slight suggestion that lower groups were more ideal than were upper groups.

Classroom activities. With the exception of acknowledgement that movies were used in the classroom, few subjects in the present study reported that they participated in mass media activities in the classroom. Defining the "regular" showing of movies as maximum use, all groups reported that about one-half of maximum use of movies was being made.

Assistance with school work. About one-third of the subjects of the present investigation reported that they felt television was of help to them in their school work. There was some evidence that more boys in the upper groups than in the lower groups felt that they received help with school work from television, but the suggestion from the girls' groups was that more in the lower groups than in the upper received assistance.

Very few subjects in the groups of the present study reported that radio or movies were of assistance to them in their school work.

Conclusions

To a limited degree, findings among the extreme groups investigated in the present study permitted the following conclusions in answer to the questions posed in connection with the associations between the use of mass media and school work:

1. That, among the groups of educational achievement, there was no difference in the ability of television to take up time that might otherwise have been given to home study.
2. That girls of low mental ability were more prone to slight home study by giving time to television than were girls of high mental ability.
3. That the boys of high achievement were more ideal in their use of

television during home study time than were those of low achievement.

4. That, regardless of sex or variable, all groups were less than ideal in their use of mass media during home study.
5. That, regardless of sex, achievement, or mental ability, all groups appeared to be relatively unaware of mass media activities in the classroom.
6. That positive educational values were being realized from televiewing by only a minority of the subjects in all extreme groups under study and from radio listening and movie-going by even less.

Inferences

Insofar as the reports of groups in the present study were a reliable indication of the existing associations between mass media and school work, and insofar as the findings of the investigation could be accepted with regard to differences or similarities in the groups, the following inferences, to a degree, could be permitted:

1. That, while television had the ability to monopolize some time which groups of achievement would otherwise have given to home study, upper and lower groups appeared to be in equal need of guidance regarding the maximum amount of time needed for this activity.
2. That girls of low mental ability were inclined to substitute televiewing for home study.
3. That unwise use of television during home study might have been a contributing factor in the academic achievement of boys.
4. That all groups were in need of some direction as to the best habits

to be employed during home study time.

5. That, in general, junior high school pupils were not identifying the satisfactions to be gained from mass media activities in the classroom.

6. That all junior high school pupils were in need of direction to derive the greatest possible educational value from their use of mass media.

CHAPTER VII

ADULT GUIDANCE IN THE USE OF MASS MEDIA

In exploring the question "Did extreme groups of educational achievement and mental ability vary in their reports of the adult guidance given in the use of the three mass media?", there was an attempt to assess the guidance given by parents and teachers, the two groups of adults who most likely had the greatest opportunity for guiding junior high school pupils. While there are some aspects of guidance in which both parents and teachers may participate, there are also others which are peculiar to either one or the other but not both.

I. GUIDANCE BY PARENTS

Parents have the almost exclusive opportunity for guidance as to the use of mass media in the matter of amount of time to be devoted to it by their offspring. Mere control of time is not sufficient, however, for it is equally important for parents to be aware of the types of offerings which are being consumed and to assist their children in watching and listening to balanced, wholesome fare.

Control of Time

While the present investigation suggested that extreme groups did vary somewhat in their reports of the magnitude of parental control in the amount of time given to mass media, more striking was the finding that in almost all groups less than one-half of the subjects reported that their parents limited the time which they were allowed to devote to mass media. This was most interesting in light of the finding reported in the Northwestern University interest study that seventy-eight per cent of the parents questioned said that they limited the time which their children could give to mass media.[1]

Achievement groups. The reported parental limitation of time placed on subjects in the various groups of educational achievement is presented in Table CXIV. It can be seen that about the same per cent reported limitation was placed on televiewing and movie-going but that relatively few reported having their radio listening time controlled. Comparison of the responses of those in the total groups yielded little information since apparently a masking effect occurred in combining the divergent reports of the boys and the girls.

The boys with low achievement consistently reported more parental control over time given to television, radio, and movies than did the upper boys. The difference in their reports regarding limitation of televiewing time was significant beyond the 5 per cent level (using one degree of freedom, a chi square of 4.024 was obtained). While the low percentage of upper boys reporting parental control over radio listening precluded application of the chi square technique for comparison, it should be pointed out that differences of 16 per cent proved significant

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[1] Paul A. Witty and others, Interests of Children and Youth, contracted by the Office of Education, U. S. Department of Health, Education, and Welfare and by Northwestern University (Evanston, Illinois: Northwestern University, 1960), 110 pp. (Mimeographed.)

TABLE CXIV

PARENTAL LIMITATION OF TIME GIVEN TO MASS MEDIA BY ACHIEVEMENT GROUPS

	Per cent return	Per cent reporting parents limited time given to		
		television	radio	movies
Upper boys	100	23	3	27
Lower boys	91	37	19	41
Upper girls	100	52	8	37
Lower girls	100	40	7	34
Upper total	100	37	5	32
Lower total	95	41	16	39

elsewhere in the study; and while the chi square obtained for the difference in reports with regard to movie-going was not statistically significant in the amount required by the present investigation, it should be pointed out that the chi square obtained in this comparison did approach significance in that its value was one which gave confidence of difference beyond the 10 per cent level.

Reports of the upper and lower girls were opposite to those of the boys in that with regard to each media more upper girls than lower girls reported parental control of time given to mass media. None of the differences were significant, however.

There was some tendency for girls to report more parental control than for boys to so report.

Mental ability groups. Table CXV is a record of the reports of the mental ability groups on the limitation of time which their parents placed on televiewing, radio listening, and movie-going. Once again it can be seen that television and movies apparently received about the same attention from parents, while radio received considerably less.

It can be seen that the trend for more lower boys than upper to report control of mass media time by parents continued when intelligence was the variable, although it must be noted that the differences were less than when achievement was the variable and that none of the differences in boys' reports proved to be statistically significant. The difference in reports of upper and lower boys with respect to television, however, approached significance in that the chi square obtained was of

TABLE CXV

PARENTAL LIMITATION OF TIME GIVEN TO MASS MEDIA BY MENTAL ABILITY GROUPS

	Per cent return	Per cent reporting parents limited time given to		
		television	radio	movies
Upper boys	100	24	4	40
Lower boys	95	37	19	42
Upper girls	93	58	8	50
Lower girls	96	45	27	52
Upper total	97	44	8	45
Lower total	96	40	22	48

a value which yielded confidence in difference beyond the 10 per cent level.

With mental ability as the variable, the trend for more upper girls than lower to report parental limitation of televiewing time continued; but with regard to radio and movies, the lower girls reported more control than did the upper girls. The difference in reports with regard to radio proved to be significant beyond the 1 per cent level; using one degree of freedom a chi square of 11.222 was obtained.

Again, there was a tendency for girls to report more parental control than boys.

Significance of differential findings. The significance of the differential reports of upper and lower groups as to the amount of parental control which they experienced with regard to the time which they were permitted to give to mass media was not readily apparent. There seemed to have been no difference in the amount of parental control which upper and lower groups experienced in relation to their moviegoing. Lower girls seemed to be more aware of controls placed upon their radio listening time, and lower boys seemed to be more aware of controls placed on their televiewing time. Since lower girls were already found to have used radio the most in a week, and since lower boys were already found to have used television most in a week, it may have been that their greater expression of control was an awareness of prohibition because of denied satisfactions.

Method of time limitation. While the related or adequate responses of subjects as to the ways in which parents limited time given to mass media were too few to allow reliable statistical comparisons, subjective analysis of the collected data showed limitation to be subject to more than one kind of condition. Most reported that amount of televiewing and radio listening time depended on the total time permitted per day, although the necessities for going to bed or doing homework were also mentioned. Control of movie-going was sometimes described as being dependent on homework or the time of the week, but mostly it seemed to be dependent on whether or not the subject had already used up his predetermined weekly or monthly allowance of time as to how often movies could be attended.

Assistance with Offering Choices

In addition to controlling the amount of time which children devoted to mass media, parents had opportunity to assist their offspring in the choice of fare which would be viewed and heard. In the present study, this second aspect of parental guidance was also investigated. In reporting the parental assistance in offering selections which they received, the various groups indicated that they had help either usually, sometimes, or never. In order to secure a quantitative measure of each group's help from parents in choosing offerings, point values were assigned to the three possible responses. The response of "usually" was considered to have a point value of three; "sometimes," a point value of two; and "never," a point value of one. Comparison of the guidance given to upper and lower groups was made possible by the assumption that a response of "usually" from each member of a group would have been a reflection of maximum assistance.

Achievement groups. The percentages of maximum parental assistance given to achievement groups in their selection of mass media offerings are presented in Table CXVI. It can be seen that the greatest assistance was reported to have been given with regard to choice of movies, that somewhat less assistance was reported to have been given with regard to television programs, and that the least assistance was reported to have been given with regard to choice of radio programs. No statistically significant differences were found in the responses of respective upper and lower groups, and there appeared to be little difference in the opinions of the sexes as to the amount of help which they received. Less than two-thirds of maximum assistance was given to any group with regard to television, less than one-fourth with regard to movies, and less than one-half with regard to movies.

Mental ability groups. As can be seen in Table CXVII, the reports of parental assistance in selection of media offerings by mental ability groups approximated those of the achievement groups. Again no differences in responses of upper and lower groups were obtained.

One aspect of assisting children in their choice of mass media offerings was the negative approach of discouraging the consumption of undesirable programs. Opportunity for inquiring into such was at hand in the present study, and thus the percentages of upper and lower groups reporting an awareness of programs which their parents did not want them

TABLE CXVI

PARENTAL ASSISTANCE TO ACHIEVEMENT GROUPS IN SELECTIONS AMONG MASS MEDIA OFFERINGS

	Television programs		Radio programs		Motion pictures	
	Per cent return	Per cent of maximum assistance given	Per cent return	Per cent of maximum assistance given	Per cent return	Per cent of maximum assistance given
Upper boys	97	50	97	34	97	60
Lower boys	97	56	97	42	97	59
Upper girls	100	60	96	36	100	74
Lower girls	100	58	100	44	100	63
Upper total	98	55	97	35	98	67
Lower total	100	56	100	43	100	61

TABLE CXVII

PARENTAL ASSISTANCE TO MENTAL ABILITY GROUPS IN SELECTIONS AMONG MASS MEDIA OFFERINGS

	Television programs		Radio programs		Motion pictures	
	Per cent return	Per cent of maximum assistance given	Per cent return	Per cent of maximum assistance given	Per cent return	Per cent of maximum assistance given
Upper boys	96	50	92	36	92	61
Lower boys	100	57	100	47	100	63
Upper girls	96	62	96	46	97	74
Lower girls	96	61	96	48	91	65
Upper total	97	56	95	41	95	68
Lower total	100	58	100	46	100	63

to see were investigated. The findings are presented in Table CXVIII.

While the responses of the upper achievement boys compared to those of the lower achievement boys and the responses of the upper achievement girls compared to those of the lower achievement girls proved to be significantly different statistically (using one degree of freedom, a chi square of 6.438 was obtained for the boys and of 4.484 for the girls, these values providing confidence of difference at the 1 and 5 per cent levels respectively), the meaning of these differences was obscure in light of the programs actually cited as being discouraged by parents.

The examples of programs discouraged by parents did not lend themselves to categorization and statistical comparison, many being such as "ridiculous ones" and "shows that are too late." And of the actual programs named, one might conclude that the programs were discouraged not because of content but rather because of the time at night at which they were telecast. For example, Jack Paar and What's My Line? were named as considered undesirable by parents, and both of these were featured at what might be considered after bedtime hours. The only program named more than once by any of the groups was Shock Theatre, and there seemed to be no difference in the reports of the upper and lower groups regarding the fact that parents did not wish them to view this offering.

II. GUIDANCE BY TEACHERS

While parents are probably the most logical adults to control the time given to mass media and can, to some extent, assist in the selection of offerings, teachers probably have the greatest opportunity to direct

TABLE CXVIII

PARENTAL DISCOURAGEMENT OF UNDESIRABLE TELEVISION PROGRAMS

	Achievement groups		Mental ability groups	
	Per cent return	Per cent reporting there were programs which parents did not want them to see	Per cent return	Per cent reporting there were programs which parents did not want them to see
Upper boys	97	21	96	42
Lower boys	97	41	97	38
Upper girls	96	38	89	40
Lower girls	100	23	91	33
Upper total	97	29	93	41
Lower total	98	33	96	40

pupils toward offerings which can contribute to educational growth.

Subjects in the present investigation were asked if their teachers suggested or recommended mass media offerings for their consumption, and some in each of the extreme groups studied indicated that their teachers so did. The percentage in each group responding in the affirmative can be seen in Table CXII, as can the levels of confidence in differences in responses of comparable upper and lower groups. Statistically significant differences in the responses of the boys' and total groups were obtained. And while such was not the case with respect to the responses of the girls' groups, it is to be noted that it was found with the girls also that more in the upper groups than in the lower reported teacher direction to mass media offerings. From statistical evidence and suggestion, then, it was concluded that upper groups were somewhat more susceptible to or aware of suggestions by teachers as to the mass media offerings which could be of benefit to them than were lower groups. In light of the fact that the sample from which the groups in the study were drawn was not in a school district which attempted homogeneous grouping, this finding was most interesting.

From the names of the teacher-suggested programs cited by the groups, it was evident that by far the greatest recommendations were with regard to television offerings. The specific offerings named were categorized as to school subject relation, and the findings are presented in Tables CXI and CXII. Excepting the non-specific responses of "educational programs" and "Channel 11," in general, science-related programs were cited the most, social studies-related offerings in

TABLE CXIX

DIFFERENCES IN REPORTS OF TEACHERS' RECOMMENDATIONS TO PUPILS IN THE SELECTION OF MASS MEDIA OFFERINGS

	Achievement groups			Mental ability groups		
	Per cent return	Per cent reporting teachers suggested or recommended offerings	Significant level of confidence*	Per cent return	Per cent reporting teachers suggested or recommended offerings	Significant level of confidence*
Upper boys	100	80	1%	100	84	1%
Lower boys	94	45		98	49	
Upper girls	96	73	—	93	73	—
Lower girls	97	59		91	71	
Upper total	98	77	1%	95	78	1%
Lower total	95	50		94	52	

*Figures in this column indicate the level beyond which one could be confident that, according to the criterion used in the present study, a statistically significant difference between the percentages reporting existed. One degree of freedom was employed in applying statistical inference.

TABLE CXI

MASS MEDIA OFFERINGS SUGGESTED OR RECOMMENDED TO ACHIEVEMENT GROUPS BY TEACHERS

	Per cent return	Per cent identifying suggestions or recommendations connected with				
		science	social studies*	English**	music	Channel 11 and/or educational
Upper boys	100	54	29	4	0	21
Lower boys	67	40	10	10	0	50
Upper girls	90	29	23	6	6	35
Lower girls	83	43	43	21	7	7
Upper total	95	44	27	5	2	27
Lower total	72	43	29	14	5	29

*Includes history, documentaries, news, commentaries, current events.

**Dramatic productions.

TABLE CXXI

MASS MEDIA OFFERINGS SUGGESTED OR RECOMMENDED TO MENTAL ABILITY GROUPS BY TEACHERS

		Per cent identifying suggestions or recommendations connected with				
	Per cent return	science	social studies*	English**	music	Channel 11 and/or educational
Upper boys	100	43	33	10	5	29
Lower boys	74	21	21	21	0	43
Upper girls	84	44	19	13	13	25
Lower girls	87	54	23	23	8	15
Upper total	88	43	27	11	8	27
Lower total	82	43	22	22	0	30

*Includes history, documentaries, news, commentaries, current events.

**Dramatic productions.

considerable but lesser amount, English-related programs in only small measure, and music-related offerings almost never. Consistently more in the lower groups than in the upper cited dramatic programs (English-related).

Comparison of the non-specific responses was interesting. The upper boys were more specific in their examples than were the lower boys, but the upper girls were less specific in their responses than were the lower girls. Perhaps the non-specific responses tended to negate the impression that lower girls were more aware than upper girls of teacher-suggested programs related to science and social studies.

III. SUMMARY ON THE ADULT GUIDANCE IN THE USE OF MASS MEDIA

Data in Chapter VII have been presented for the purpose of answering the question "Did extreme groups of educational achievement and mental ability vary in their reports of the adult guidance given in the use of mass media?" The guidance given to children by both parents and teachers was investigated.

Findings

Once again it was found that the variables—educational achievement and mental ability—did not have considerable influence on the findings with regard to upper and lower groups. Generally, what was found to be true in upper achievement groups was also found to be true in upper mental ability groups, and conversely, what was found to be true in lower achievement groups was also found to be true in lower mental ability groups.

Guidance by parents. While some parental control of time and some assistance in making offering selections were reported to have been given to them by all groups in the present study, the data strongly suggested that guidance by parents as to the use of mass media was less than maximum or optimum. Considering together the two aspects of guidance which parents can give, it was found that the use of movies by children appeared to be directed somewhat more than their use of television, and their use of radio appeared to be receiving the least direction of all. Essentially upper and lower groups agreed in their reports as to the guidance given them by their parents in the use of mass media.

Guidance by teachers. Upper and lower groups were not in complete agreement as to the suggestions from their teachers regarding offerings which could beneficially be consumed by children. There was some evidence and some suggestion that the upper groups' reporting of more suggestions from teachers was different from the lower groups' reporting of fewer suggestions from teachers. Nevertheless, the data indicated that some in all groups were unaware of offering suggestions made by their teachers. Suggestions seemed to be mostly related to television programs. Upper and lower groups both reported that the greatest number of suggestions were in relation to science programs, that a somewhat lesser number of suggestions were in relation to the various aspects of the social studies curriculum, and that a few of the suggestions were in relation to the English and music fields.

Conclusions

The findings among the extreme groups investigated seemed to warrant the following conclusions:

1. That upper and lower groups reported approximately equal but inadequate amounts of parental guidance with respect to the time that they could give to mass media and with respect to the assistance they received with selection of offerings.
2. That, in relation to the time per week given among the media, greatest parental guidance was being given to all groups in the use of the least used medium, movies, while relatively little guidance was being given in the use of the second most popular medium, radio.
3. That upper groups were more aware of teacher-suggested television offerings than were lower groups.
4. That, of the academic subjects to which television offerings were related, science and social studies were the two most often recognized by pupils of all groups as being the ones which teachers recommended as desirable for consumption.

Inferences

Insofar as the reports of pupils could be taken as a reliable indication of the adult guidance given them in the use of mass media, and insofar as the findings of the present study indicated differences or similarities in the reports of the extreme groups of achievement and mental ability, the following inferences, in a measure, could be allowed:

1. That regardless of sex, educational achievement, and mental ability, junior high school pupils received less than optimum guidance from their parents in the use of mass media.
2. That the greatest need for more parental guidance lay in the wise use of television while the second greatest need for more parental guidance lay in the wise use of radio.
3. That lower groups were less susceptible to or interested in school-related mass media offerings than were upper groups.
4. That junior high school pupils were either less susceptible to or less interested in teacher-suggested offerings which did not relate to science or social studies.

CHAPTER VIII

SUMMARY OF THE STUDY AND IMPLICATIONS

Concern for the extensive use of mass media by children coupled with the findings of a recent study made by Northwestern University which pointed up the need for affording children adequate and proper guidance in their use of television, radio, and movies led to the present investigation. To be most effective, guidance to any particular child should be based on an understanding of his unique characteristics. The limited practicality of conducting individual case studies before formulating avenues of guidance, however, requires that groups of similar individuals be studied and that group characteristics be used for directing, in the main, the activities of individuals exhibiting these characteristics. Within the third-through-ninth grade population studied by Paul A. Witty in fulfilling the contract between Northwestern University and the Office of Education, U. S. Department of Health, Education, and Welfare, were those of superior and inferior educational achievement as well as those of great and limited mental ability. Whether guidance for these individuals should be the same as that suggested for the total population could not be determined without an examination of specific groups of these individuals; and, thus, A Comparison of Mass Media Usage by Junior High School Pupils of Extreme Educational Achievement and Mental Ability was undertaken.

I. THE PROBLEM

The present study was conducted to determine whether, in their use of television, radio, and movies, junior high school groups of extreme educational achievement and of extreme mental ability were similar or different so that like groups could be assisted in the future to use mass media for better educational good.

The extreme groups of educational achievement—upper and lower—were the two groups resulting from classification of pupils in the sample according to their educational achievement score on a standardized test. Pupils with a score greater than one sigma above the mean in educational achievement were placed in the upper educational achievement group, and pupils with a score greater than one sigma below the mean in educational achievement were placed in the lower educational achievement group. The extreme groups of mental ability—upper and lower—were the two groups resulting from like classification of pupils in the sample according to their intelligence quotients determined by standardized testing. The extreme groups studied were those created from a sample of 367 junior high school boys and girls in the seventh and eighth grades of Skokie, Illinois, a sample which gave evidence of being representative of former junior high school populations in the school district in which the study was conducted.

Whether the extreme groups were alike or different in their mass media activities was determined by a comparison of upper group practices with lower group practices in regard to: (1) the amount and distribution of time given to mass media; (2) the mass media offerings which were consumed; (3) the associations between the use of mass media and school work; and (4) the extent of adult assistance received in the use of the media. It was hoped that the findings would have value in suggesting how these extreme groups could best be guided to employ mass media wisely and educationally.

Pointing to the desirability of a study of this nature were the paucity of structured inquiry of similar design; the large amount of time presently given to television, radio, and movies; the nature of commercial mass media offerings; the potential for mass media's taking time from proper educational pursuits and other wholesome activities; the apparently insufficient amount of adult guidance given in relation to children's mass media usage; and the somewhat unique developmental level of children of junior high school age.

II. THE METHOD

To a sample of 367 seventh and eighth grade pupils who in 1958-59 resided in Cook County School District Number Sixty-Eight, a District located mainly in the growing Chicago suburb of Skokie, Illinois, the Iowa Test of Basic Skills and the Science Research Associates Primary Mental Abilities test were given in January, 1959. The scores of the boys only, the girls only, and the entire sample on each test were then organized into frequency distributions, and the means and standard deviations with regard to each computed. These means and standard deviations served to establish the extreme groups of educational achievement and the extreme groups of mental ability which were to be studied in the present investigation.

On the Iowa Test of Basic Skills, the 200 boys of the sample were found to have a mean educational achievement of 8.56 with a standard deviation of 1.10; the 167 girls, a mean educational achievement of 8.66 with a standard deviation of 0.99; and the entire sample, a mean educational achievement of 8.61 with a standard deviation of 1.05. Those pupils whose scores were more than one standard deviation above the mean of educational achievement were assigned to the upper achievement groups, and those pupils whose scores were less than one standard deviation below the mean of educational achievement were assigned to the lower achievement groups. This procedure resulted in groups of the following designations and sizes: (1) upper achievement boys—thirty; (2) lower achievement boys—thirty-five; (3) upper achievement girls—twenty-seven; (4) lower achievement girls—thirty; (5) total upper achievement—fifty-seven; and (6) total lower achievement—sixty-one. In comparing the mass media activities of extreme achievement groups, the upper achievement boys were contrasted with the lower achievement boys, the upper achievement girls were contrasted with the lower achievement girls, and the total upper achievement group was contrasted with the total lower achievement group.

On the Science Research Associates Primary Mental Abilities, the boys of the sample were found to have a mean intelligence quotient of 113.7 with a standard deviation of 14.4; the girls, a mean intelligence quotient of 115.7 with a standard deviation of 14.3; and the entire sample, a mean intelligence quotient of 114.0 with a standard deviation of 14.4. Those pupils whose intelligence quotients were more than one standard deviation above the mean intelligence quotient were assigned to the upper mental ability groups, and those pupils whose intelligence quotients were less than one standard deviation below the mean intelligence quotient were assigned to the lower mental ability groups. This procedure resulted in groups of the following designations and sizes: (1) upper mental ability boys—twenty-five; (2) lower mental ability boys—forty; (3) upper mental ability girls—twenty-eight; (4) lower mental ability girls—twenty-three; (5) total upper mental ability—fifty-seven; and (6) total lower mental ability—fifty-five. In comparing the mass media activities of extreme mental ability groups, the upper mental ability boys were contrasted with the lower mental ability boys, the upper mental ability girls were contrasted with the lower mental ability girls, and the total upper mental ability group was contrasted with the total lower mental ability group.

While some pupils of the sample qualified simultaneously for both an upper achievement and an upper mental ability group, and while some pupils qualified simultaneously for both a lower achievement and a lower mental ability group, the groups based on the two variables appeared to be distinct enough to warrant investigation independently with each variable. Availability of mass media to respective upper and lower groups was essentially ruled out as an influencing variable.

Data on the mass media activities of the designated upper and lower groups were assembled through tabulation of pupils' replies on the Interest Inventory Record, Form I, Part 2, a questionnaire developed in conjunction with the Northwestern University interest study conducted under contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Responses to those questions which seemed pertinent to one or more of the four areas of mass media activities investigated in the present study were examined. In tabulating the data, unit weight was used for most responses. Simple weighting techniques were employed among those responses which implied a ranking or choice and among those responses which could yield greater information as objective rather than subjective amounts.

III. AMOUNT AND DISTRIBUTION OF TIME GIVEN TO MASS MEDIA

The findings with regard to the amount and distribution of time given to mass media, for the most part, did not vary considerably with the two variables applied in creating the extreme groups of the present study. That is, what was found to be the situation in an upper achievement group was generally found also to be the situation in an upper mental ability group; and conversely what was found to be the situation in a lower achievement group was generally found also to be the situation in a lower mental ability group.

Similarities in both sexes. With regard to their choice of the three mass media under study in the present investigation, upper and lower groups alike stated a preference for television over radio. Since it was assumed that both media were equally available to any pupil of the study, an inquiry into the reason for television's popularity over that of radio was made, and it was evident that the visual quality of television was very much a factor in the groups' liking television better than the medium of radio. This same visual quality might also have been responsible for the stated preference of upper and lower groups alike as to their liking movies better than radio. In relation to the three mass media, then, there was no difference in the order of preference for these media which upper and lower groups stated, television being the first choice, movies, the second, and radio the third.

The total amounts of time given to each of the media did not parallel the stated preferences, however. Television was given the greatest amount of time, radio the next greatest amount, and movies the least. The apparent discrepancy in preference for the media and the total time given to each may have been accountable for on the basis of availability, television and radio both receiving more actual time from the groups than movies which are an outside-the-home attraction.

An examination of the daily and weekly apportionment of time given to the three mass media revealed that upper and lower groups are using television, radio, and movies at approximately the same time of the day and/or week. Among the extreme junior high school groups of the present study, the most popular time for televiewing was found to be after six o'clock in the evening, regardless of whether the evening was that of a weekday, Saturday, or Sunday. The heaviest day for televiewing was reported to be Saturday, the increased time given to television on this day being a result of televiewing late into the night, as was not the case on week nights or Sunday nights when televiewing generally ceased after nine-thirty o'clock in the evening. Before six o'clock televiewing was most popular on weekdays which, it should be pointed out, afforded the least amount of available hours of daytime as school was in session on these days. Upper and lower groups alike reported that the most popular time for radio listening was at night and that the most popular time for movie-going was on the week ends.

Insofar as television's ability to change other activities could be assessed, it was found that upper and lower groups were in agreement as to the opinion that the medium had not changed their other leisure time activities. Approximately four-fifths of the subjects reported television had not changed their play or hobby pursuits; and approximately three-fourths reported it had not changed their reading habits.

In an attempt to determine the leisure time activities which the extreme groups of the study would have pursued had television not been available to them, it was discovered that relatively few in either upper or lower groups would have turned to a hobby for occupation of their leisure moments, and that none would have gone to a motion picture theatre to occupy the time that would otherwise have gone into televiewing.

A probing of the groups' opinions as to new ideas which television afforded them resulted in agreement by upper and lower groups as to the innovation in thought which that medium stimulated, a little more than one-fourth reporting that such was the case. Examples of the new ideas which groups gave pointed to the potential in creating and augmenting both vocational and avocational interests as well as in meeting certain non-academic needs of the junior high school pupil.

A similar probing of the groups' opinions as to vocabulary increments which television afforded them also resulted in agreement by upper and lower groups, a little less than one-fourth in each reporting that television had helped their vocabularies. While the proportion reporting helpfulness was small, once again the examples cited pointed to the potential of the medium for enlarging vocabulary and attendant concepts.

Differences in both sexes. With regard to the time given to mass media, the present study accumulated evidence to the effect that upper groups gave significantly less time to televiewing and movie-going than did lower groups. Per week, upper groups reported watching television a mean of nineteen-plus hours, while lower groups reported watching a mean of twenty-five-plus hours; and per month, upper groups reported going to the movies once, while lower groups reported going twice.

While, as has already been pointed out, it was found that there was no difference in the reports of upper and lower groups as to the amount of movie-going and hobby indulgence which they would have done had television not been available to them, there was a difference in upper and lower groups' reports as to the pursuance of other activities in the same situation, that of being without television. The upper groups reported they would have turned first to reading, while the lower groups reported they would have turned first to radio listening.

Sex differences. No essential difference was found to exist in the time given to radio listening by upper and lower boys, both groups devoting approximately one hour per day to this activity. A difference in the amount of radio listening done by the extreme groups of girls was encountered, however. The upper girls reported a mean of radio listening hours of one-plus per day, while the lower girls reported a mean of two-plus hours per day. The failure to round out the picture of upper groups' giving less time to mass media than lower groups with respect to boys and radio may have been a reflection of sex interests, for proportionately, boys were found to have given more time to television than were the girls, all three media being taken into consideration. Another suggestion of difference in interests by sex was at hand in the finding that in the absence of television boys reported they would have turned to "play" somewhat more than did the girls.

Conclusions and inferences. Insofar as the extreme achievement and mental ability groups in the present study were representative of the junior high school pupils of the present generation, insofar as the reported mass media activities of these pupils was an indication of usual practice, and insofar as methods of the present study reliably ascertained the usual practice, certain conclusions and inferences regarding the amount and distribution of time given to mass media seemed, to a degree, warranted.

Since the popularity of television could, in part, be explained by the fact that it presented something to the eye, and since junior high school pupils expressed a liking for movies over radio even though they devoted more time to radio, it could be inferred that the high rating of movies by junior high school pupils was also based, in part, on the fact that movies also offered something to the eye. In any event, the continuing popularity of the motion picture to both upper and lower achievement and mental ability groups was interesting in light of the predictions of a decade ago that television would supplant movies. And equally interesting is the finding that radio, too, retained some power of attraction for those in each of the extreme groups.

Since the pattern of daily and weekly apportionment of time given to mass media by upper achievement and mental ability groups was not strikingly different from the pattern of lower achievement and mental ability groups, an explanation of the significantly lesser amounts of time given to mass media by upper groups compared to that given by lower groups apparently lay elsewhere. The total time difference was possibly accountable for by small accumulations of time throughout the day, week, and month. Recalling that lower groups reported giving approximately six hours more per week to televiewing than did upper groups, consider the total effect of the lower groups having devoted just thirty minutes more than upper groups to television each evening and afternoon. The weekly accumulation would more than account for the total difference, yet one-half of an hour at any one time of the day was not enough apparently to "prove" such a difference statistically.

A review of the reports on the activities junior high school pupils would have engaged in were television denied them was revealing regarding the relative attractiveness of other leisure time pursuits.

The position of movies appeared to be stable, i.e. movie-going would not have been substituted for televiewing. The position of hobbies also appeared to be stable, i.e. the working with a hobby would not have been substituted for televiewing. But televiewing did seem to have the ability to keep junior high school pupils from reading, playing, and radio listening. Television appeared to encroach on the time which upper groups would otherwise have devoted to reading and which lower groups would otherwise have devoted to radio listening.

To a certain extent the amounts of time given relatively among the mass media may have been a reflection of the stages of development of the sexes in junior high school. The boys' proportionately greater use of television perhaps represented a "lag" in development of the boys behind the girls. The boys' greater expression for preference toward play activities also suggested a similar "lag."

Upper and lower groups alike seemed to have benefited from both new ideas and new words presented through the medium of television. However, the relatively few junior high school pupils who seemed to be profiting strongly underlines the fact that only a fraction of the potential for such was being realized.

IV. THE APPEAL OF MASS MEDIA

As with the findings obtained with regard to the amount and distribution of time given to mass media, those with regard to the appeal of mass media were not greatly dependent on the variables, educational achievement and mental ability. Once again, that which was found to be in an upper achievement group generally was also found to be in an upper mental ability group; and once again, that which was found to be in a lower achievement group generally was also found to be in a lower mental ability group.

Seven methods were used to identify the appeal of mass media to the extreme groups of the study. While the methods of dealing with specific media offerings which were disliked, offering types which were disliked, and reasons which were given for disliking the offerings were unrewarding to the extent that the results of these approaches did not warrant inclusion among the significant findings; nevertheless, it should be mentioned that there were slight suggestions of difference between upper and lower groups' disliked programs and the reasons for such. Also, the method of identifying appeal which was based on an exploration of desires for new mass media programs was unproductive, no truly then current unmet desires being discovered. It should be noted, however, that greater structuring of these four approaches in future investigations could yield more worthwhile findings and augment the understandings made possible by the present study.

Similarities in both sexes. In their choices of favorite television programs, upper and lower groups expressed liking in common for certain offerings. These shared preferences became even more obvious when the specific programs were categorized as to type and subsequently examined as to relative status in popularity in the upper and lower groups. Those programs with a western theme and popular music offerings were the ones which upper and lower groups alike reported they enjoyed, the boys leaning to the western type and the girls leaning to the type featuring popular music. The reasons which both upper and lower groups advanced for liking the television programs which they identified as favorites were "interesting," "funny," "exciting," and those related to the program being of a type which they generally liked.

Upper and lower groups alike expressed liking primarily the same radio programs, and analysis of the types of programs which they named revealed the offerings of choice to be those which featured popular music and sports events. There was a similarity in the reasons for choice given by upper and lower groups, the reasons dealing with the fact that the groups liked the programs of the general types which they represented.

A few movies were reported to be well liked by both upper and lower groups, and analysis of the types of movies which the common choices represented revealed them to be those of a comical and/or dramatic nature. Similar to the common reasons which upper and lower groups shared for television preferences were those given by both extremes for their liking of movies--"interesting," "funny," and the nature of the movie, the type of which was generally liked by the groups.

Differences in both sexes. While, as has just been reported, upper and lower groups reported common preferences among the mass media offerings, each also reported program choices which were not equally popular with the other. Both evidence and subjective analysis pointed to some differences in appeal which mass media held for the extreme groups.

Suggestion that secondary television favorites of the upper groups differed from those of the lower groups was in the notable absence of certain favorites of one group from those of the other, and analysis of the data secured when the specific programs were converted into types yielded definite evidence of differences in choices of television offerings. While the upper groups expressed likings for programs typed as family situation, mystery, and drama, the lower groups expressed liking for programs typed as adventure, comedy, and cartoon. In addition, there was definite evidence to the effect that upper groups gave more reasons and a wider variety of them for their preferences. Most often the upper groups tended to explain their choices by virtue of an offering featuring a favorite performer or showing real life situations while the lower groups tended to explain their choices by virtue of such being "good." Evidence of differences in reasons for television program preference, however, needed to be evaluated in light of the possibility that upper groups may have had greater facility for definite expression.

Differences between upper and lower groups in the choice of radio offerings appeared to be more of extent of use rather than divergence in use. Upper groups cited significantly more specific programs while lower groups cited significantly more radio stations, and the conversion of program names into types subsequently revealed that upper groups had a liking for the radio offerings which afforded comedy, classical music, news, and interviews, a similar expression not being obtained from the lower groups. Secondary interests in radio programs were also revealed by the upper groups' giving of secondary reasons for radio offering favorites, while lower groups did not so do.

To the evidence of difference between primary movie favorites of upper and lower groups was added the evidence of difference between the primary movie type favorites. The main liking of upper groups was reported to be for musical movies, while the main liking of lower groups was reported to be for science fiction movies. And while, as has already been reported, there was little difference in reasons for such choices, there was slight suggestion that excitement was somewhat more of a reason for lower groups' choices than it was for upper groups' choices. This seemed to be in line with the lower groups' great preference for science fiction movies.

Sex differences. In the analysis of specific television choices, it was apparent that for the most part boys' citations were widely different from those of the girls. And after converting specific programs into types, the sex differences in television preferences continued. While upper and lower boys seemed primarily to enjoy a liking for westerns, mysteries, and sports, upper and lower girls seemed primarily to enjoy programs featuring family situations and popular music. It will be recalled that secondary television favorites of upper and lower groups differed, and some differences continued to be suggested by the sexes. While both upper boys and upper girls next turned to dramatic type programs, the upper boys also turned to programs of family situation and variety as the upper girls turned to westerns and mysteries. And while both lower boys and lower girls next turned to adventure type programs, the lower boys also turned to cartoons as the lower girls turned to comedy. These sex differences need to be kept in mind when the general findings with regard to similarities and differences in total groups' preferences are considered.

Sex differences in choices of radio programs can be most succinctly summarized by pointing out that while boys seemed to like offerings dealing with sports first and popular music second, the girls seemed to reverse this order, choosing offerings dealing with popular music first and sports second.

In the analysis of specific movie choices, it appeared that for the most part boys' preferences were different from those of the girls. However, after converting specific movies into types, sex differences became less obvious. Thus, it seemed that while specific movie choices varied, the variations by sex were among examples of a certain type rather than among the different types themselves. Some explanation for the differences in examples might have been in the suggestion by the data that boys chose movies for the excitement which could be derived from them while girls chose movies for the opportunity to observe a liked performer.

Conclusions and inferences. Insofar as the extreme achievement and mental ability groups in the present study were characteristic of today's junior high school pupils, insofar as the methods of investigation used in the present study yielded information on the appeal which mass media held for these groups, and insofar as the appeal of the mass media reflected interests and needs in these groups, to an extent, certain conclusions and inferences could be made with regard to the appeal which mass media had for junior high school pupils.

With regard to the choice of mass media offerings, whether junior high school pupils stood at either extreme on the scales of achievement or intelligence, they seemed to seek certain offerings which reflected the interests and needs at this level of development. Interest in programs with western themes, popular music, sports events, comedy, and drama appeared to be common among junior high school pupils regardless of their high or low achievement or intelligence rankings. In addition to explaining that attraction was based on the programs being able to gratify interest in those presentations, junior high school pupils, regardless of their extreme achievement or mental ability, hinted at their needs by stating that mass media offerings were attractive because they were of interest and provided humor and excitement. It was noteworthy that junior high school pupils did not name as favorites mass media offerings which might have been typed as educational or cultural, nor did they apparently feel any particular need for such fare.

Beyond the common interests and needs which upper and lower educational achievement and mental ability groups seemed to share, there appeared to be interests and needs which existed either in upper or lower groups but not in both. Thus, to an extent, there was a difference in the appeal which mass media held for extreme groups. In addition to seeking the offerings also sought by their peers in lower groups, upper groups were attracted to fare which might be considered more sophisticated or adult-appealing than that to which lower groups were attracted in addition to the offerings also sought by their peers in the upper groups. Upper groups apparently had greater interest in programs dealing with family situations, news, interviews, and musical productions, while lower groups apparently had greater interest in programs presenting adventure, cartoons, and science fiction. Such secondary and supplementary leanings by upper and lower groups might have been a reflection of the developmental stage through which they were going in their advancement toward adulthood.

While it was possible to infer from the citing of radio programs rather than stations and from the reasons given for choices of the various mass media selection that upper groups were somewhat more discriminatory in their selection of offerings, failure of upper and lower groups alike to give evidence of considerable dislike for any program and failure to give evidence of great desire for truly new programs suggested that junior high school pupils consumed what was available in the way of mass media offerings, regardless of quality.

Just as mass media appealed in some respects in different ways to upper and lower groups, so it seemed to appeal in different ways to the sexes at the junior high school level, possibly reflecting the divergent developmental paths which at this level the sexes were beginning to take. Greater social awareness may have been reflected in the girls' great interest in popular music with its romantic overtones, as the boys seemed to lag with considerable interest still in excitement-type offerings. The boys' expressed interest in sports and the girls' expressed interest in family situations suggested that the sexes were beginning to develop along the traditional paths expected by society, the upper group in each sex giving evidence of greater maturity perhaps in their displaying of secondary interest in the interests of the opposite sex.

V. ASSOCIATIONS BETWEEN THE USE OF MASS MEDIA AND SCHOOL WORK

For the most part, again the variables of educational achievement and mental ability were found lacking in ability to influence considerably findings between the two classifications of upper groups and between the two classifications of lower groups. Indeed, even high or low standing on either the achievement or intelligence scale seemed of little importance in the findings regarding the association between mass media usage and school work. All groups, regardless of rank according to achievement or mental ability, reported approximately the same associations between their use of mass media and school work.

Findings. Relatively few in either upper or lower groups implied that the time given to television would have been devoted to home study had television not been available to them. Rather it could be inferred that both televiewing and studying were accomplished by the subjects at the same time, all groups being assessed as less than ideal in their use of television during home study with ideal practice being defined as studying without simultaneous televiewing.

There was some evidence that television interfered differently with the home study of the sexes. Lower girls were found more prone than upper girls to neglect study altogether in favor of televiewing, while lower boys were more prone than upper boys to use television in conjunction with their studying. Defining ideal radio practice as studying without simultaneous radio listening, all groups, upper and lower, were assessed to be less than ideal in practice with regard to radio and home study; but there was slight suggestion that upper groups were less ideal than lower groups.

Defining maximum use of movies in the classroom as being the "regular" showing of movies, all groups evaluated this use of movies as less than maximum. Regardless of achievement or mental ability, few subjects of the present study gave evidence of awareness that participation in other mass media activities was a part of classroom experiences.

No significant difference in the opinions of upper and lower groups as to the helpfulness of mass media in school work was found. Approximately one-third of all groups claimed that television was helpful, but almost none claimed that such was the case with regard to radio or movies.

Conclusions and inferences. Insofar as the subjects of the present study were in general characteristic of the present junior high school population, insofar as the reports of these subjects were reliable indications of the associations between mass media usage and school work, and insofar as the present study was able to assess these associations, certain conclusions and inferences with regard to the associations between the use of mass media and the school work of junior high school pupils seemed, to a degree, to be in order.

Evidence and suggestion encouraged opinion as to some difference between upper and lower groups' use of mass media during home study. Televiewing appeared to have more influence on the home study of lower groups with more lower boys than upper boys using the medium at the same time as study and more lower girls than upper girls using it in place of study. If radio listening is to be considered less detrimental during home study than is televiewing during home study, further encouragement was given to the inference that upper groups were more judicious in their use of mass media during home study by the slight suggestion that more in the upper groups than lower groups tended to use radio while studying. Nevertheless, regardless of achievement or mental ability standing, all groups practiced some use of mass media during home study and thus were not giving fullest attention to their homework.

In their evaluation of the amount of mass media activities indulged in in the classroom, upper and lower groups alike felt that movie-viewing was almost the only mass media-connected activity which they experienced and that this was less in amount than they would have liked.

Neither upper nor lower groups were more aware than the other of assistance in school work which was afforded them by television; thus, it seemed that perhaps there was fairly equal potential in leading both upper and lower groups to realize educational benefits of television.

Even greater challenge lay in the guiding of junior high school pupils to an awareness of how radio and movies could be helpful to their school work, for apparently almost none in either upper or lower groups was then so aware.

VI. ADULT GUIDANCE IN THE USE OF MASS MEDIA

As with the findings in the other three aspects of the present study, with respect to the adult guidance received by children in the use of mass media, the variables, educational achievement and mental ability, were relatively unimportant in affecting the findings among upper groups and among lower groups. That is, similar findings were found in the upper groups regardless of whether they were of achievement or of mental ability; and likewise, similar findings were found in the lower groups regardless of whether they were of achievement or mental ability.

Findings. The similarities in reports of upper and lower groups regarding parental control of mass media were far more striking than was the one difference. Indeed the one difference of some lower groups reporting more control of time could not be considered of too great importance because the awareness of control by these groups already known to use mass media more than upper groups could not be ruled out as an influencing factor in the lower groups' seeming receipt of more control.

Upper and lower groups alike reported that some amount of television time and type of television offerings were watched over by parents.

Indication that attention to type of television offering was based not on the content itself but rather on the time at which the offering was presented, however, raised some doubt as to the quality of assistance in offering selection given by parents. Upper and lower groups alike agreed that considerable parental control was exercised over not only the number of times movies could be attended but also the kind of movies that could be seen, while comparatively little similar control was exercised over radio time and offerings. Perhaps the most significant finding was that no upper or lower group reported receiving what was defined in the study as maximum guidance in the use of mass media.

Both evidence and suggestion were obtained regarding the relative awareness of upper and lower groups to suggestions from teachers as to mass media offerings which pupils should consume, the upper groups being more aware than lower groups. Nevertheless, no group—upper or lower—reported in unanimity an awareness of such suggestions. Examples of suggestions revealed that such were usually in connection with television offerings and in relation to the school subjects of science and social studies.

Conclusions and inferences. Insofar as the extreme groups of the present study were representative of today's junior high school pupils, insofar as their reports accurately reflected the adult guidance given them in the use of mass media, and insofar as the present study correctly assessed the amount and direction of adult guidance so given, certain conclusions and inferences regarding this guidance seem, to a degree, warranted.

Parental guidance in all groups, regardless of their educational achievement or mental ability, was less than the most desirable. It could be inferred that of the guidance being given, the majority of it related to the amount of time devoted to mass media, assistance with selection of offerings being secondary. Paradoxically, the medium which was used the least--movies--received the greatest attention from parents. Radio, the medium to which junior high school pupils devoted the second greatest block of weekly time, received relatively little attention by parents.

Junior high school pupils seemed to be receiving from their teachers suggestions as to educational television programs which could beneficially be consumed, but too few of these suggestions seemed to be making an impact on the pupils. While suggestions related to science and social studies seemed to be the most common, a few suggestions were in relation to music and English, but none were specifically in relation to other common junior high school subjects such as mathematics, home economics, shop, or physical education. Upper groups seemed to be more aware of teacher suggestions than lower groups. Apparently very few suggestions regarding radio and movie offerings were given by teachers; or, if they were, few pupils in either upper or lower groups were aware of them.

VII. SOME EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDY

The findings of the present study have some implications for better educational utilization of mass media both within and outside of the classroom. Within, those most directly concerned with accomplishing better utilization are the teacher and the school administrator; without, the teacher, the parents, and the organized adult group are most directly concerned. Together, these individuals can contribute to a most constructive use of mass media by junior high school pupils, so that in addition to the entertainment and diversion which are derived from television, radio, and movies, more worthwhile information, stimulation, and satisfaction can also be obtained.

At the present time, the greatest concern and possibly the greatest effort seem to be applied to the medium of television. The current study reveals, however, that regardless of their extreme educational achievement or mental ability, junior high school pupils found radio and movies highly attractive. Thus, while effort toward improvement in the use of television is in no way less essential, comparable effort is also necessary in the use of radio and movies if maximum educational benefits are to result.

And while greater educational use of mass media is being attempted, simultaneous evaluation of mass media influences on children's physical, social, and emotional growth is needed. Just as the Payne studies contributed to an understanding of the influences of movies on children, so similar investigations are needed today for better understanding of the influences being exerted on youth today by all three mass media. Much of what has already been accumulated will undoubtedly apply, but a prerequisite to *in toto* transfer of understandings secured through isolated studies on movies or on radio is a current study of all three media--movies, radio, and television--as they are concurrently affecting children of today. Together they may be exerting cumulative, reinforcing, and interacting influences unidentifiable in a study of only one medium.

Implications for administrators. The present investigation can assist the administrator in awareness of the current use of mass media which should serve as a point of departure for a threefold effort. First, administrators need to be aware of the avenues of and necessity for the increased use of mass media in the classroom, so that they can correctly interpret the same to their boards of education and secure the financial assistance for implementation. Second, administrators should see to it that parts of the in-service program are devoted to education of the teacher regarding not only the use of mass media in the classroom but also an appreciation of the interests and needs of children which are met through their use of mass media. And third, administrators need to include in the study of parent education groups those understandings which can make parental direction in the use of mass media most effective.

Parental guidance in the out-of-school use of mass media can be effective only in the measure that parents of junior high school pupils understand their children's needs and interests, the role mass media play in the lives of their children, and the ways in which mass media may be used to whet other interests. The parent needs to appreciate the developmental and social needs which are met through the use of mass media as well as the fact that worthwhile entertainment is also supplied. In this day when use of mass media is so extensive, to deny them to a child altogether would serve not only to isolate him from his peers but also to deny him some broadening vicarious experiences which would otherwise not be encountered. Appreciation for the compensatory and stimulating functions of the media plus methods of positive guidance can be disseminated through the study groups set up through parent-teacher organizations working with administrators.

Implications for teachers. The present investigation suggests that the role of the teacher in increasing the educational use of mass media also has a threefold nature. First, the junior high school teacher himself needs to increase his acquaintance with mass media offerings, for such knowledge will make his pupils' present use of mass media more meaningful. Such knowledge together with the findings of the present study can widen the teacher's understanding of interests and needs. This better understanding can then help to make his instruction more appropriate at the junior high school level as well as to assist in individualizing instruction for pupils at the extremes of educational achievement and/or mental ability.

Next, the teacher needs to apply his knowledge and understanding within the classroom. The attractiveness of mass media to both extremes of achievement and intelligence, the visual quality which apparently contributes greatly to this attractiveness, and the evaluation by junior high school pupils that less than regular use of movies is being made in the classroom--all of these point to the increased pupil interest and motivation which can possibly result from greater use of mass media in the classroom. What has already been found to be true in the wider area of audio-visual aids can be evaluated and appropriately applied. In addition to the use of mass media itself in the classroom, it can be suggested that techniques used by mass media might be used to interest and motivate. According to the present study, little, if any, of this is now being done. At least it is not being effectively done when so few pupils seem to be aware of efforts in this direction. Specific techniques need to be developed, applied, evaluated, and revised in the light of evaluations. The same techniques may not be as successful with upper groups of achievement and mental ability as with lower groups, and vice versa. For example, it has been seen that junior high school pupils of high achievement or intelligence are beginning to be interested in the interview technique while such was not suggested by pupils of low achievement or intelligence. Techniques effective with all pupils need to be developed as well as techniques which will stimulate interest and motivation in exceptional groups of pupils.

And finally, the teacher needs to relate home use of mass media more effectively to educational endeavor. Upper and lower groups of achievement and mental ability apparently can benefit from concentration on vocabulary building during use of mass media, but specific direction toward that end is needed. Out-of-school use of mass media can be related to contributions of school subjects and made a part of homework assignments. Apparently only a very small fraction of the potential of television to contribute to mathematics, home economics, physical education, shop, English, and music is now being tapped. From the science-related and social studies-related home use of television comes indication that pupils of high achievement and/or intelligence need a greater number of assignments in the use of media, while pupils of low achievement and/or intelligence need not only a greater number of assignments but also more specific directions in the successful accomplishment of these assignments. Direction for all pupils is needed in the greater use of radio and movies for educational purposes, the need for such direction dramatically being underlined by only a few of the pupils using these two media a minimum of seven hours a week claiming that any assistance with school work whatsoever is obtained during this time. While not all use of mass media can be for educational purposes, the almost complete lack of use of radio and movies for such requires special attention in these two areas.

Implications for parents. While the present study indicates that parents need to exercise greater control over the time given to mass media, especially over the budgeting of time given by those of poor educational achievement and relatively little mental ability, the mere restriction of time is not enough. If the present amounts of time given to mass media are an indication of the leisure time which all junior high school pupils have, regardless of achievement or ability, the opportunity for worthwhile use of that time is great. Direction toward the pursuit of hobbies needs to be given independently of mass media use, apparently, but the denial of televiewing or radio listening or movie-going cannot be totally productive unless simultaneously with the prohibition of mass media usage, there is definite direction toward free reading and some wholesome play. And while better control of use of television and radio during home study is apparently needed, the opportunity for using mass media to stimulate interest in other leisure activities and investigation of vocational pursuits is likewise essential.

Monitoring of time given to mass media and simultaneous encouragement of other leisure time activities need to be supplemented by assistance in the selection of fare consumed solely for entertainment. Parents can help their offspring to choose "exciting" programs which also contribute to worthwhile values and desirable attitudes. Indeed, simply restricting the number of daily hours given to mass media or seeing to it that mass media are not used past bedtime is not enough.

Implications for organized adult groups. Because it can be inferred from the present study that junior high school pupils will consume whatever mass media fare is provided regardless of the suitability of the offerings, community and civic effort must be expended to improve quality. In part, of course, the nature of offerings is dictated by commercial design and the larger cultural world; but, to a degree, producers can be influenced to increase the wholesomeness of offerings. Offerings of a strictly entertaining nature can provide adventure without violence; and offerings of an educational nature can be made more appealing through the incorporation of the humor, drama, and popular music which apparently enhance the popularity of an offering to junior high school pupils regardless of whether they are good students and capable or poor students and less capable. Children at this junior high school age level give indication of reaching toward adulthood, but too little of mass media assists them effectively in so growing.

Correlates of mass media usage. As has been seen, upper and lower groups of educational achievement and upper and lower groups of mental ability are generally alike in the apportionment of daily and weekly time given to mass media, the nature of parental guidance received in relation to the use of mass media, and the awareness of mass media's helpfulness with school work. Knowing a pupil's relative standing in achievement or intelligence in the total population, then would not seem to be of any great assistance in predicting his characteristics with regard to any of the just-mentioned activities.

However, in predicting the total time per week or month which would be given to mass media, the other leisure time activities which are affected by mass media, the types of media offerings consumed, and the awareness of teacher suggestions regarding educational use of television, knowledge of a pupil's relative standing in achievement or intelligence might increase the reliability of the prediction. The most interesting facet of this assumption, perhaps, lies in the suggestion that relative standing in either educational achievement or mental ability might be so employed. The finding that determined differences in mass media activities generally held for both upper groups of achievement and mental ability and for both lower groups of achievement and mental ability further suggests that perhaps junior high school pupils of high achievement and junior high school pupils of high mental ability share a characteristic which directs mass media activities with greater force than either good educational accomplishment or high intelligence. Conversely, it could perhaps be suggested that junior high school pupils of low achievement and junior high school pupils of low mental ability share a characteristic which directs mass media activities with greater force than either poor educational achievement or low intelligence.

Several assumptions are necessary before any such characteristic can be suggested. First, it must be assumed that excessive use of mass media reflects a certain degree of immaturity. Second, it must be assumed that reading during leisure time is of a more mature nature than is radio listening or playing. Third, it must be assumed that interest in certain mass media offerings such as cartoons and science fiction represents a less mature interest than one in offerings providing such as family situations and Broadway musicals. And fourth, it must be assumed that guidance by teachers is generally more productive among pupils of greater maturity than it is among those of lesser maturity. If these assumptions can be made, then, to a degree, level of maturity can be suggested as the variable which influences the mass media activity of junior high school pupils.

In this possibility lies, perhaps, the greatest need for further study regarding mass media and young people. When level of maturity has been ruled in or out as the most potent factor influencing mass media activity, appropriate additional studies could then be designed to determine the exact differences and similarities among various groups of elementary and senior high school pupils, thus augmenting the findings of the present study devoted to junior high school pupils. If further reason for investigating level of maturity as a factor in mass media activity by young people is needed, it is at hand, perhaps, in the sex differences suggested by the present study. Here, too, level of development seemed to be associated often with the mass media activities of the subjects.

Overview. So long as mass media are a part of the American culture today, continuous attention by educators to their use will be necessary. Most likely it will not be sufficient to explore the status quo and assume that understandings coming therefrom will continue to be valid. The changing sociological patterns which may be further altered by the space age upon us will probably always require mass media investigation so that the influence which they exert can be directed into constructive channels.

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APPENDIX

INTEREST INVENTORY RECORD

INTEREST INVENTORY RECORD

Form I. Pupil Report of Interests and Activities

Part 2. Television, Radio, and Movie Inventory

Name____________________ Date of birth______________ Age____

Grade____ School____________ Sex ____________ Date____________

This is not an examination. Your answers will not be graded, but they will provide helpful information for teachers, librarians, and other pupils. Please answer each question carefully and as fully as possible. Your teacher will help if you need assistance.

1. Do you have a TV set at home? Yes___ No___ A color TV set? Yes___

No___ If more than one, how many do you have? ________________

2. How much time do you spend viewing TV?

Each weekday ______hours; Saturday ______hours

Sunday __________hours; Weekly total____hours.

When do you view? Give your usual viewing time, in the morning, afternoon, or evening. (For example, 4 to 6 p.m. or 10 to 12 a.m.)

School days ________________ Saturdays ________________

School nights ______________ Sundays __________________

3. What are your favorite TV programs? 1. ____________________

2. ____________________ 3. ____________________

Why do you like these programs? ________________________

____

____

Designed by Paul A. Witty, Robert A. Sizemore, Ann Coomer, and Paul Kinsella for use in the Northwestern University—U.S. Office of Education Interest Survey.

4. List some TV programs you do not like: 1. ______________________

2. ______________________ 3. ______________________

Why do you dislike these programs? ______________________

____

____

5. How much time do you spend listening to the radio?

Each day __________hours; Each week __________hours.

When do you usually listen? ______________________

Where? ______________________________________

6. What are your favorite radio programs? 1. ______________________

2. ______________________ 3. ______________________

Why do you like these programs? ______________________

____

7. List some radio programs you do not like: 1. ______________________

2. ______________________ 3. ______________________

Why do you dislike these programs? ______________________

____

8. How often do you usually go to the movies? ______________________

When do you go? ______________________________

9. Name three movies you have seen recently that you have liked very much:

1. ______________________ 2. ______________________

3. ______________________

10. Why have you liked these movies? ______________________

____

11. Name some movies you have seen recently that you have not liked:

1. ______________________ 2. ______________________

3. ______________________

Why have you disliked these movies? ______________________

____

12. Which do you like best? Write 1 after your first choice; 2 after your second choice; and 3 after your third choice.

Television ______, Radio ______, Movies ______.

13. Do your parents help you choose TV or radio programs, or movies?

Check below:

TV:	Usually ______	Sometimes ______	Never ______
Radio:	Usually ______	Sometimes ______	Never ______
Movies:	Usually ______	Sometimes ______	Never ______

Do your teachers suggest or recommend programs or movies? Yes ______

No ______

If yes, which ones? ______________________

14. Do your parents limit the amount of time you may: View TV? Yes _____

No _____; Listen to the radio? Yes _____ No _____; Attend the

movies? Yes _____ No _____

If yes, in what ways are you limited? ______________________

____

15. Are there some TV programs which your parents do not want you to see?

Yes _____ No _____

If yes, which programs? ______________________

16. Has TV changed your outdoor play? Yes _____ No _____

If yes, how? ______________________

Has TV changed your indoor play? Yes _____ No _____

If yes, how? ____

Has TV changed your hobbies? Yes _____ No _____

If yes, how? ____

Has TV changed your reading? Yes _____ No _____

If yes, how? ____

17. Has TV helped you to increase your vocabulary? Yes _____ No _________

If yes, what are some new words you have learned? __________________

____

18. Has TV given you any new helpful ideas? Yes _____ No _____

If yes, what new ideas? ______________________________________

____

____

19. Have TV programs helped you with your school work? Yes _____ No _____

If yes, what programs? _______________________________________

____

How have they helped? ____

____

____

20. Have any radio programs helped you with your school work? Yes ______

No _____

If yes, what programs? _______________________________________

____

How have they helped? ____

____

____

21. Have any movies helped you with your school work? Yes ____ No ____

If yes, what movies? ____

____

How have they helped? ____

____

____

22. Do your teachers sometimes suggest activities connected with TV?

Yes ____ No ____; Radio? Yes ____ No ____; Movies? Yes ____

No ____

If yes, what are some of their suggestions? ____________________

____

23. What classroom activities related to TV, radio, or the movies have you taken part in? ____

____

24. In the classroom do you see:

Movies: Regularly ____ Occasionally ____ Seldom ____

Filmstrips: Regularly ____ Occasionally ____ Seldom ____

In what subject(s) are they used? ____________________________

25. Do you listen to the radio or view TV while you study at home?

Listen to the radio: Frequently ____ Occasionally ____ Never ____

Watch TV: Frequently ____ Occasionally ____ Never ____

26. What new programs would you like to see on TV? ________________

____

27. What new programs would you like to hear on the radio? __________

____

28. Complete one of the following:

I like TV better than radio because ______________________________

____

I like radio better than TV because ______________________________

____

I like both TV and radio about the same because __________________

____

29. Finish this sentence: If my TV set were broken, I would spend the time I usually give to watching TV ______________________________

____

____

____

VITA

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